REPORT RESUMES

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STARTING A COMMUNITY JUNIOR COLLEGE.

BY- JOHNSON, BYRON LAMAR

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

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THE ESTABLISHMENT OF A COLLEGE FROM THE APPOINTMENT OF THE PRESIDENT TO THE COMPLETION OF THE 1ST YEAR OF CLASSES IS DISCUSSED. CURRICULUM AND INSTRUCTION, STAFF PERSONNEL, STUDENT PERSONNEL SERVICES, FINANCE, PLANT AND FACILITIES, AND COMMUNITY SERVICES AND RELATIONSHIPS ARE CONSIDERED IN INDIVIDUAL CHAPTERS, EACH CONSISTING OF TWO PARTS--(1) A REPORT OF THE CRITICAL DECISIONS TO BE MADE IN EACH AREA WITH ARGUMENTS FOR ALTERNATIVE POSITIONS AND RECOMMENDATIONS FOR A COURSE OF ACTION, AND (2) A STATEMENT OF THE IMPORTANT PROBLEMS WHICH ARISE IN STARTING NEW INSTITUTIONS INCLUDING SUGGESTED SOLUTIONS. A SUMMARY CHECKLIST OF THE STEPS TO BE TAKEN IS PRESENTED. BIBLIOGRAPHIES OF REFERENCES ON THE JUNIOR COLLEGE, SAMPLE COMMUNITY SURVEY FORMS, AND SEVERAL ADMINISTRATIVE ORGANIZATION CHARTS ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1777 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., FOR $1.00. (AD)

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STARTING A COMMUNITY JUNIOR COLLEGE

By B. Lamar Johnson

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

JC 670 359

STARTING A COMMUNITY JUNIOR COLLEGE

By

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Published by

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PREFACE

> *GOT A PREXY, NOW WE NEED A COLLEGE*
>
> *SHERMAN, TEXAS, JAN. 28—Dr. Bruce Stark, currently president of Kilgore Junior College, was hired Monday as President of Grayson County Junior College at an annual salary of. . . .*
>
> *Now that the school has a president, feeling is strong that it should build a school. The college is still in the planning stage.*
>
> **—Atlanta Journal**

This publication is designed to assist the hundreds of "President Starks," members of boards of trustees, administrative and instructional staffs, and interested citizens who will be actively involved in starting new public community junior colleges in the years which lie immediately ahead. The monograph includes the presentation of guidelines, the reporting of some common procedures, a listing of necessary steps, and a compilation of selected references and sources of materials—all pertinent to the establishment process.

Although the publication is primarily addressed to administrators of new institutions, it is hoped that faculty members, boards of trustees, and others will find it useful. Similarly, the materials presented here may have implications for newly established independent and church-related junior colleges as well as for those which are largely tax supported.

Since the process of starting a public community junior college encompasses all functions of junior college operation and administration, condensed within a specific time period, this manual should be of interest to a broad range of junior college administrators and to students of junior college administration.

In preparing the publication, the author visited more than 40 newly established community junior colleges throughout the country. In addition to first hand observations, he drew on the suggestions of numerous new junior college administrators from widely scattered sections of the United States.

Laws and other regulatory practices relating to public community junior colleges vary from state to state. Similarly, the opportunities, needs, and educational philosophies of individual communities differ. All of these variations call for modifications in plans for developing new institutions. The text of this publication, therefore, should be considered in the light of existing local conditions.

In the following chapters, the subject of establishment is discussed within *a definite time period beginning with the appointment of the president and continuing through the completion of the first year of classes.* Chapter 1 presents general background materials and suggested guidelines.

Chapter 2 through 7 deal with the procedures of establishment, grouped under six commonly accepted areas of educational administration: curriculum and instruction, staff personnel, student personnel services, finance, plant and facilities, and community services and relationships. Under these headings, each chapter is divided into two parts: the *first* reports a set of *critical decisions* which must be made, suggests arguments for alternative positions, and recommends a course of action; the *second* identifies *important problems* which arise in starting new institutions and presents suggestions for resolving them. In each category, decisions and problems have been selected on the basis of studies of actual establishment situations.

Chapter 8 offers a check list of key steps to be taken under the various categories. Although some of these steps are identified in earlier chapters, the majority are enumerated for the first time in this final chapter.

The author wishes to express his appreciation to the members of the advisory committee of junior college administrators with whom he consulted during the planning and editing of this publication. They have contributed significantly to this monograph. In no case, however, should members of the advisory group be held responsible for the views expressed or the recommendations made in the chapters which follow. Appreciation is also extended to Mr. Jesse R. Barnet, staff associate of the American Association of Junior Colleges, for his special advice and assistance.

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TABLE OF CONTENTS

PREFACE iii

Chapter

1 INTRODUCTION 1
The Nature of the Institution 1
Major Tasks in Getting Started 5
Some Guidelines 5
Time—A Perennial Problem in Getting Started 6
2 CURRICULUM AND INSTRUCTION 7
Decisions 8
  Curriculum Planning and Development 8
  Library 11
  Calendars, Schedules, and Catalogs 12
Problems 13
  Curriculum Planning and Development 13
  Instruction 18
  Library 18
  Miscellaneous 20
3 STUDENT PERSONNEL SERVICES 23
Decisions 24
  Admission, Retention, and Follow-Up 24
  Counseling and Guidance 25
  Student Government and Out-of-Class Activities 27
Problems 29
  Admission, Retention, and Follow-Up 29
  Counseling and Guidance 31
  Student Government and Out-of-Class Activities 32
  Student Services 33
4 STAFF PERSONNEL 35
Decisions 36
  Selecting and Employing Staff Members 36
  Organizing Staff 38
  Establishing Conditions of Employment 40
Problems 41
  Establishing Relationships with Legally Responsible Agencies 41
  Selecting and Appointing Staff 42
  Organizing Staff 43
  Establishing Conditions of Employment 45

5 FINANCE 48
Decisions 49
Problems 50

6 PLANT AND FACILITIES 53
Decisions 54
Problems 55

7 COMMUNITY SERVICES AND RELATIONSHIPS 60
Decisions 61
Problems 63

8 STEPS IN GETTING STARTED—A CHECK LIST 64
Curriculum and Instruction 65
Student Personnel Services 68
Staff Personnel 69
Finance 72
Plant and Facilities 73
Community Services and Relationships 75

Appendix

A SELECTED GENERAL REFERENCES ON THE COMMUNITY JUNIOR COLLEGE 77

B SELECTED MATERIALS AND RESOURCES IN PLANNING A NEW COMMUNITY JUNIOR COLLEGE 79

C FORM USED IN SURVEY OF PLANS OF HIGH SCHOOL STUDENTS, CERRITOS JUNIOR COLLEGE DISTRICT, CALIFORNIA 84

D ADMINISTRATIVE ORGANIZATION CHART, CHABOT JUNIOR COLLEGE DISTRICT, CALIFORNIA 87

E ADMINISTRATIVE ORGANIZATION CHART, EL CAMINO COLLEGE, CALIFORNIA 88

F LINE-STAFF ORGANIZATION CHART, 1964-65 BIG BEND COMMUNITY COLLEGE, WASHINGTON 89

G ORGANIZATION CHART, ST. JOHNS RIVER JUNOR COLLEGE, FLORIDA 90

H FORM FOR SECURING VOLUNTEER ASSISTANCE IN BOND CAMPAIGN, WHITTIER (NOW RIO HONDO) JUNIOR COLLEGE, CALIFORNIA 91

STARTING A COMMUNITY JUNIOR COLLEGE

By B. Lamar Johnson

Chapter 1 / INTRODUCTION

> *An educational institution is a machine in that its whole structure and functioning must be devised in view of the service it is to perform . . . Any alteration, touching up, or adjustment about this house of ours, unless it starts by reviewing the problem of its mission—clearly, decisively, truthfully—will be love's labor lost.*
>
> **—Ortega y Gasset**

The task of starting a community junior college is complex and difficult. The establishment process involves philosophy and finance, personnel and plant, curriculum and community. Obviously, a college is not built just for today, but for an anticipated long-term future. And yet, plans and decisions of far-reaching consequence must be made within a limited period of time, under extreme pressure, and frequently with inadequate personnel and a minimum of facilities.

THE NATURE OF THE INSTITUTION

In the case of the community junior college, the character of the institution must be stamped on it from its very inception. Since these colleges vary in size, location, type of support, purpose and philosophy, it is expected that widely differing institutions can and should be established. Nevertheless, community junior colleges, as they develop nationally, are coming to have certain distinct characteristics in common which bear examination.

The community junior college is assuming sharply increased responsibility for preparing students for upper division work at universities and other senior instructions.

When junior colleges were first established, their single purpose was to offer two years of collegiate education acceptable for transfer to four-year colleges and universities. Although this is no longer their sole purpose, recent studies have demonstrated that junior colleges are performing a major function in successfully preparing students for upper-division work. In fact, Alvin C. Eurich, in an article entitled "Higher Education in the 21st Century" in the June 1963 issue of *The Atlantic Monthly,* predicts that by the year 2000 many strong liberal arts colleges and universities will have discontinued their first two undergraduate years, since the responsibility for lower-division education will have come "almost wholly within the province of the junior college."

The community junior college is a multipurpose institution.

In addition to transfer programs, the public community junior college offers extensive programs in occupational education, and continuing education for adults.

John Gardner had this diversity of junior college purposes in mind when he pointed out:

> *As things stand now the word excellence is all too often reserved for the dozen or so institutions which stand at the very zenith of our higher education in terms of faculty distinction, selectivity of students, and difficulty of curriculum. In these terms it is simply impossible to speak of a junior college as excellent. Yet sensible men can easily conceive of excellence in a junior college.*
>
> *The traditionalists might say, "Of course! Let Princeton create a junior college and one would have an institution of unquestionable excellence!" That is correct, but it leads us down precisely the wrong path. If Princeton Junior College were excellent in the sense that Princeton University is excellent, it would not be excellent in the most important way that a junior college can and may be excellent. It would simply be a truncated version of Princeton. A comparably meaningless result might be achieved if General Motors tried to add to its line of priced cars by marketing the front end of a Cadillac.*[1]

In this age of automation, an increasing range and number of positions require training at the post-high school level of at least two, but not necessarily four years' duration. Norman C. Harris, professor of technical education at The University of Michigan, frequently assesses the changing educational requirements of the nation's labor force. He points out that an elementary education or less in 1930 was adequate for fifty-eight per cent (58%) of the employed population; a high school education sufficed for an additional thirty-two per cent (32%). In contrast, Professor Harris suggests that during the 1970's, fifty per cent (50%) of the labor force will be in positions requiring post-high school education equivalent to graduation from junior college, with an additional eighteen percent (18%) in positions requiring at least the baccalaureate degree.

Thus, the multipurpose junior college can be expected to play a vital role in preparing students for immediate employment in technical and semiprofessional positions at the end of two years, in retraining adults for new jobs created by an automated economy, and in preparing them for transfer. Furthermore, in the multipurpose junior college, the student may, if desirable, move directly from an occupational curriculum to a transfer curriculum, or vice versa, without changing colleges.

The community junior college is an "open door" college.

Any high school graduate is eligible for admission to most public community junior colleges. In some states, anyone over eighteen years of age who can profit from instruction offered by the college is admitted.

Through the two-year college, society aims to put post-high school education within the reach of increasing numbers of individuals with widely varying ranges and types of abilities. This approach to higher education is entirely consistent with the democratic goal of encouraging every citizen to develop to the level of his highest potential. This is and must be done within a framework which recognizes the necessity of "quality" in all that is done. Again in the words of John Gardner:

> *We must learn to honor excellence (indeed to* demand *it) in every socially accepted human activity, however humble the activity and to scorn shoddiness however exalted the activity. There may be excellent plumbers and incompetent plumbers, excellent philosophers and incompetent philosophers. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.*[2]

The fact that a student may be admitted to a junior college does not, of course, automatically qualify him for all courses and curriculums at the institution. Some of the offerings, in both transfer and occupational fields, are highly selective. Emphasis, therefore, is placed on appropriate course placement and "selective retention" of students. Community junior colleges are providing a variety of programs adapted to the needs of a heterogeneous student population entering the open door college in growing numbers.

Guidance is recognized as a major responsibility of the comprehensive community junior college.

Since the community junior college is an open door college, the need for extensive and effective guidance services is paramount. Burton Clark has pointed to the "cooling-out" function of two-year colleges, a term borrowed from the literature of gambling and psychiatry. He likens the junior college, albeit respectfully, to the role of the confidence man, who, after fleecing his victim, has the responsibility for leading the victim to understand and accept the reality of the situation—in short, to realize that he has been "fleeced." This is described as the "cooling-out" role of the confidence man.

Clark suggests that the junior college somewhat similarly has a responsibility for leading students to face the reality of their situations and academic capabilities. For example, many students come to college with plans to enter fields for which they will not qualify, such as medicine, teaching, law, engineering. The junior college has an obligation to help such students achieve a self-understanding and to assist them in making realistic educational plans consistent with their abilities.

The magnitude of this task is indicated by the fact that between two-thirds and three-fourths of all students entering junior colleges state an intention to transfer to senior institutions at the end of two years; less than one-third do, in fact, continue beyond the junior college. This situation clearly accentuates the need for these institutions to develop superior programs of testing, counseling, and guidance.

Our contemporary society still places high prestige on a university degree. Parents continue to cherish for their children the rewards of a professional curriculum and a professional career. Community junior colleges are demonstrating with increasing frequency and success that there is merit and respectability in college-level programs of less than baccalaureate level and that such programs are within the academic reach of thousands of students desiring post-high school educational opportunities.

The community junior college is located within commuting distance of its students.

Writing from the "vantage point" of the year 2000 in his previously cited article, Alvin C. Eurich envisions that "a two-year college within commuting distance from home is now available for every young man and woman." There is already much evidence to support this prediction. Numerous surveys of higher education conducted by individual states are recommending plans whereby a system of junior colleges will eventually "cover" the state, insuring their commuting accessibility for a state's entire population. For example, in Massachusetts and Florida, plans are now well along to place community junior colleges within commuting distance of ninety-five to ninety-nine per cent of the state's population by the early 1970's. California already has junior colleges within commuting distance of eighty-five per cent of the state's total population.

The public community junior college is the community's college.

The programs and offerings of these institutions are designed to meet specific educational and manpower needs of the communities where they are located. In addition, the college actively seeks to enlist the participation of individual citizens in its development, planning, and operation.

Since it is a relatively new segment of American higher education, the community junior college is but little handicapped by the heavy hand of rigid academic tradition. It provides curriculums adapted to local requirements. Examples include junior college space technology programs in the missile launching regions of California; petroleum technology in the oil country of Texas; agricultural programs in the wheat fields of Kansas; fashion design in New York City's garment manufacturing center; medical secretarial programs in Rochester, Minnesota; forestry in northern Idaho; and a multiplicity of other community-oriented programs, frequently characterized by the participation of lay advisory committees which cooperate with the college in organizing curriculums appropriate to local needs.

MAJOR TASKS IN GETTING STARTED

The process of establishing a community junior college, once its objectives have been defined, can be summarized as follows:

1. Plan, develop, and prepare to offer an educational program designed to achieve the agreed-upon purposes of the college: *Curriculum and Instruction.*

2. Enroll, counsel, and organize students, and provide out-of-class services for them: *Student Personnel.*

3. Employ and organize a staff to administer and to teach the program of the college: *Staff Personnel.*

4. Secure and administer funds to pay the operational and capital outlay costs of the college: *Finance.*

5. Provide adequate plant and facilities in and with which to carry on the educational program: *Plant and Facilities.*

6. Enlist the interest, support, and participation of the community in the college and its program: *Community Service and Relationships.*

SOME GUIDELINES

From the outset it must be recognized that the programs of community junior colleges will be varied and diverse, and need not be limited by traditional restrictions on courses, credits, and degrees. The college should willingly sponsor community forums, concerts, a children's theater, youth programs, book festivals, and other services of an infinite variety. A few general guidelines governing the establishment of a new public community junior college follow:

1. Acknowledge the broad purposes of American community junior colleges reflected in comprehensive educational programs which legitimately include education for transfer, education for employment, general education, and community services, of which the education of adults is part.

2. Recognize that the responsibilities of the college extend beyond the classroom and include a variety of focuses and services which make the college a cultural and social center for the community.

3. Involve faculty members, citizens of the community, and students, when appropriate, in defining the purposes of the college.

4. Clearly set forth a statement of institutional purpose as the basis for planning the educational program.

5. Insure that the educational program reflects the special needs and characteristics of the community where the college is located.

6. Involve lay citizens in planning and developing the educational program.

7. Utilize faculty members extensively in planning and evaluating the program, and in developing the physical plant.

8. Formulate and clarify the respective responsibilities and lines of relationship between the president of the college and the board of trustees or another official or body to whom he is responsible to provide a sound basis for the organization and operation of the institution.

TIME—A PERENNIAL PROBLEM IN GETTING STARTED

Time, and the lack of it, is an ever-present concern in establishing a new community junior college. As a minimum, a president should be appointed at least one year before the college is scheduled to open, and should, by all means, be on duty before buildings for the new college are planned. All too frequently, however, the chief administrative officer is appointed only six months or less before the beginning of classes. When this occurs, the already difficult decisions, problems, and steps of establishment become even more complex. The time factor, therefore, will significantly influence the degree to which the recommendations in the succeeding chapters can be fully acted upon by those with major responsibilities for starting a new institution.

---

[1] Gardner, John W. "Quality in Higher Education." *Junior College Journal* 27: 522-26; May 1958. p. 524.

[2] *Ibid.*, p. 526.

Chapter 2 / CURRICULUM AND INSTRUCTION

One of the great opportunities for those who lead in establishing new institutions ought to be development of program, personnel, and plant which most closely and logically derive from an honest and precise perception of the job to be done. Let no concept be utilized and no procedure adopted which has not been examined candidly and a bit skeptically. Innovation in and of itself possesses no great merit, but innovation which results from an inquiring mind, well-conceived hypotheses, and honest evaluation gives assurance of a sensitive and lively environment for learning.

—Edmund J. Gleazer, Jr.
Executive Director
American Association of Junior Colleges

It is axiomatic that a college must define its purposes before course offerings are planned. Similarly the curriculum must be agreed upon before decisions can be reached on such matters as personnel to be employed, plant, and facilities to be provided, and finances required.

An initial task in starting a junior college, therefore, is to plan develop, and prepare to offer a program designed to achieve the purposes of the institution.

Building a curriculum is not simply an event. It is a continuing process consisting of five principal steps:

1. Defining the purposes of the college;
2. Planning and developing a program designed to achieve these purposes;
3. Offering the program;
4. Evaluating the program on the basis of the achievement of college purposes;
5. Revising the program, as necessary, on the basis of the evaluation.[1]

Again the process is continual; it is carried forward through systematic, ongoing curriculum evaluations and revisions.

In starting a junior college, time limitations do not always make it feasible to take each of the steps listed above with desirable deliberation. It is, however, important that nothing be done in haste which will handicap the long-term process of effective curriculum development.

DECISIONS

In starting a junior college, what are some of the critical decisions in the area of curriculum and instruction?

/ Curriculum Planning and Development

1. *Should the college make a community survey as a basis for curriculum planning?*

Yes: The findings of a community survey can be useful in curriculum planning and program development.

The process of making a community survey can involve leading citizens of the community and encourage their support of the college.

No: There is usually insufficient time to make an adequate community survey between the appointment of the president and the opening of classes.

Sufficient facts on which to base curriculum planning are frequently available from such sources as the county planning office; population and land use projections made for public utilities; and surveys by community chest organizations, business and industry, and employment and security agencies.

Adequate information for initial curriculum planning in vocational fields normally can be obtained from informal observations and community contacts.

Recommendation: Lacking the findings of a previous but recently made comprehensive community survey, it is advisable to make such a study if time permits. As a minimum, however, studies should be made of interests, plans, and goals of high school juniors and seniors.

2. *Should the college use a general lay advisory committee, with appropriate subcommittees, during the period of establishment?*

Yes: The findings and recommendations of a general lay advisory committee can be valuable, not only in curriculum planning and program development, but also in many of the other tasks to be undertaken in starting a college.

Just as involving citizens in a community survey can encourage their support of the college, so can involving them in the works of an advisory committee.

No: It is desirable for the new president of a new college to establish himself and his own capacity for leadership and authority before organizing a general lay advisory committee.

Should some recommendations of a lay advisory committee not be accepted, some members of the committee might fail to support the college and its program.

There is also a danger that the functions of a general lay advisory committee might conflict with those of the board of trustees.

Recommendation: Use a general lay advisory committee during the period of establishment, making clear to the committee that it is to make suggestions and recommendations only. Set a terminal date for its existence, ordinarily after a few weeks or months of service. Help the committee to secure all relevant facts and views before making its recommendations. If any of its recommendations are not accepted, make the committee aware of the reasons for the action.

3. *Should the college use lay advisory committees in the development of specific curricula, especially technical-vocational curricula, during the period of establishment?*

Yes: The findings and recommendations of a lay advisory committee can be valuable in planning and establishing a new curriculum.

Such involvement can encourage the committee's support of the total college program, rather than a single segment of the program.

No: It is advisable for the staff of a new college, faculty as well as administrators, to establish itself, its ability, and its leadership before organizing a lay advisory committee.

Again, the nonacceptance of some recommendations of the advisory committee might influence some members of the committee to withhold support from the college and its program.

The functions of a lay advisory committee might conflict with those of the faculty, as well as with the board of trustees.

Recommendation: Use lay advisory committees in the development of technical-vocational curricula; also consider using them in developing general education offerings. Plan to have these committees, whose membership will periodically change, serve continuously both during the period of establishment and after establishment as an ongoing aid to revising and strengthening the curriculum. In using such committees, it is essential always to keep in mind they are *advisory,* not decision-making, groups.

4. *Should the college when it opens have a comprehensive curriculum including both offerings which are transferable to senior institutions and those which prepare for immediate employment?*

Yes: If a junior college opens with offerings limited to a single purpose, such as preparation for transfer, it is likely that a false image of the role and functions of the new institution will be created in the minds of faculty, students, and citizens of the community. Even if the institution proposes to become a comprehensive junior college at a later date, the initial absence of a comprehensive curriculum would make a subsequent broadening of the program difficult.

No: It is likely that it will be difficult—and in some cases impossible—for a new junior college effectively to offer a wide range of courses and curricula.

Recommendation: Restrict the number of curricula to offerings for which staff and facilities are available, for which high quality instruction can be provided, and for which a need has been clearly established. Aim, however, to include at least one or two vocational curricula, if the college proposes eventually to become a comprehensive junior college. In planning, recognize that some occupational curricula can be started more easily and less expensively than others. Such offerings may well receive priority consideration in initial curriculum planning.

5. *Should courses for freshmen only be offered during the first year of classes?*

Yes: By offering only freshman courses, the college will have a higher initial quality of instruction than would be possible were both freshman and sophomore courses offered.

It is ordinarily desirable for students who have started their freshman year in one college to continue at that institution rather than transfer to the sophomore year of a new junior college.

In many new junior colleges, the small initial enrollment in sophomore courses will make the cost of offering them excessively high.

No: Offering sophomore courses will make it possible for some students to continue in college who otherwise might find it necessary, because of financial or other reasons, to drop out of college.

Recommendation: Care should be taken not to offer sophomore courses unless a need and demand for them has been clearly established. Frequently the provision of classes for sophomores proves costly and results in high per student expenditures.

6. *Should the college be pioneering and innovating, rather than traditional and conservative, in planning its initial offerings?*

Yes: The formative period of a college, prior to the establishment of set patterns of operation, provides an unparalleled opportunity for bold and imaginative planning and action realistically designed to develop programs and procedures which meet the needs of students and the community.

New junior colleges can, and often do, attract to their staffs faculty members who are pioneers in spirit and who are eager to develop and try out new educational approaches. This spirit and eagerness should be utilized and encouraged.

If the program of a new college is traditional and conservative, it will be difficult to change it later.

No: In starting a college, it is preferable to use tried and tested offerings and procedures, rather than to introduce innovations which may be unsuccessful and, therefore, result in the loss of community support at a time when it is most needed.

Planning innovations requires substantial time and effort. In most new colleges there is insufficient time between the appointment of the president and the opening of classes to plan effectively "new and different" developments.

Recommendation: Do not introduce pioneering innovations simply for the sake of being different. If, however, new courses, types of teaching, or educational organization give promise of better meeting the needs of the students and of the community, try them out. As a relatively new unit in American education, the junior college is, in general, not shackled by restrictive traditions of the past. In particular, the newly established junior college is free to try out new ideas in adapting its program to the requirements of its students and its community. Keep in mind the value of informing the community, and, on occasion, neighboring senior institutions, concerning new developments.

/ Library

7. *Should the library be planned as an instructional materials center, including not only books and printed matter, but films, recordings, and other aids to teaching and learning as well?*

Yes: Coordinating the administration of printed and audio-visual materials will reduce overlapping in the performance of essentially similar functions: ordering, preparing for use, cataloging, administering, and encouraging the use of materials of instruction.

Organizing and cataloging instructional materials in a single location provides "one stop" service for instructors and students and thus encourages the use of such materials.

No: Librarians are typically not qualified to administer audio-visual materials.

There is a danger that audio-visual materials will be neglected if they are administered by a librarian.

Recommendation: Establish the library as a center for learning materials with a single location and administration for printed and audio-visual materials. Provide adequate staff qualified to service all types of materials included in the library.

8. *Should the college conduct a community drive for gifts of books to the library?*

Yes: A community book drive can result in the gift of sizeable numbers of useful books to the library.

Participating in a community book drive and donating books to the library gives citizens of the community an opportunity to serve and contribute to the college, thus becoming a part of the college and its program.

No: A large number of the books given to the library would not be usable and would have to be discarded. This could alienate the support of some donors.

Book drives may give the community an impression that the library is a charitable adjunct of the college, rather than a centrally important unit of the institution which requires adequate and, indeed, generous support in the regular college budget.

Recommendation: In general, avoid "book drives" to secure library books. In certain situations, if it appears that book drives would be useful and would not seriously handicap regular budgetary support of the library, make certain donors understand that only titles which are needed and appropriate for junior college use will be retained. Other books could well be sold, given away, or discarded.

/ Calendars, Schedules, and Catalogs

9. *If it will permit the opening of classes one year earlier than would otherwise be possible, should the college open in temporary quarters, sharing facilities, for example, with a high school—with classes limited to the late afternoon and evening?*

Yes: This plan will often enable a college to begin serving its community at an earlier date.

This plan will permit active participation of the staff in planning plant development as well as general college development during the period of getting started.

It may also lead the community to expect that the college will have evening offerings, thus encouraging at the outset the development of an adult education program.

No: Opening the college in temporary buildings and holding classes in late afternoon and evening hours may create a public image of the new college as a "makeshift" institution which can get along on an economy budget.

Recommendation: Open classes in temporary quarters if this will enable the college to begin serving the community earlier. If possible, secure space that can be available for the sole use of the college. If this is impossible, shared facilities may be acceptable. If the use of shared facilities requires a schedule with irregular hours of teaching (*e.g.,* classes meeting only during late afternoon and evening hours), take advantage of the additional available time to involve faculty members extensively in curriculum planning and other aspects of program development.

10. *Should the college have a summer session following the first year of classes?*

Yes: In many cases this will extend the services of the college to full-time and part-time students who need them.

The opportunity for summer employment provides added income for faculty members and is often a significant aid in recruiting staff.

No: At a time when a multitude of tasks needs to be undertaken, planning and holding a summer session may divert time and energies from more important long-term developments and needs.

Recommendation: Make a survey to determine whether there is a need for a summer session. If a need is established, hold a summer session, unless it would interfere with other important aspects of college planning and program development.

11. *Should the college publish a catalog prior to the opening of classes?*

Yes: A catalog provides official information about the college and its program for prospective students and others.

A catalog can help create a favorable community image of the college as a permanent institution.

No: By publishing a catalog before college policies have been established and the program has been fully developed, there is a risk of giving inaccurate impressions of the college.

A catalog records in official and permanent form, information which may be only temporary and transitional in nature during the period of establishment. Therefore, the early publication of a catalog may tend to perpetuate tentative and temporary decisions.

Recommendation: Publish a catalog before the opening of classes only if accurate information likely to have some degree of permanence is available. No catalog is to be preferred to a poor one. In the event that a catalog is not published, printed and/or mimeographed announcements regarding the college and its program should be prepared and distributed.

PROBLEMS

What are some of the important problems in the area of curriculum and instruction in starting a junior college?

/ Curriculum Planning and Development

1. *Problem:* Establishing the purposes of the college.

Suggestions: Any purposes which are established for junior colleges by state law or regulations obviously must be accepted.

Study statements of purposes of other junior colleges.

Utilize the findings of community surveys.

Involve faculty members in determining the purposes of the college.

Recognize and utilize this activity as a major opportunity for in-service education and staff orientation to the community junior college, particularly in situations where few staff members have had junior college experience.

Involve staff members, citizens of the community, and students in determining the purposes of the college.

2. *Problem:* Involving the staff in formulating the purposes and program of the college when, in order to secure student enrollment for the opening of classes, it is necessary to make official announcements regarding the program at an early date and prior to the employment of a faculty.

Suggestions: Make clear to the community and to the staff that original announcements regarding the college and its program will be further developed through staff and perhaps community study, particularly during the first year or two of the college's operation.

Employ at an early date key staff members (administrators, librarian, division or department chairmen, and some instructors).

Involve any appointed faculty members in the planning process, if only informally.

Involve, as soon and as extensively as possible, faculty members in the study and revision of college purposes and offerings, through pre-college faculty conferences, faculty meetings, and committee work during the opening years of instruction.

3. *Problem:* Making a community survey for use as a basis for curriculum planning, if adequate information about the community is not available for planning purposes.

Suggestions: Involve the community, possibly through the use of a citizens community survey committee, in planning and conducting a survey.

Secure competent professional assistance for the survey from such sources as the staffs of a state department of education, a university, office of the county superintendent of schools, and office of state employment service.

Examine reports of other community surveys as a source of reference and suggestions.

4. *Problem:* Assembling all available, relevant materials regarding the community for use as a basis for curriculum planning.

Suggestion: Consult community agencies either for relevant data and materials or for suggestions where they may be obtained, and reports of any surveys made to validate plans to establish a new college. Agencies which should be consulted are:

Chamber of Commerce;
Farm Bureau;
Labor Unions;
Community Chest or United Fund;
City and County Planning Office;
High schools of district;
Utilities;
State Department of Education;
State Employment Service.

5. *Problem:* Studying the background, interests, and goals of high school pupils within the junior college district to aid curriculum planning.

Suggestions: Examine similar forms and methods used by other new colleges.[2] Prepare an inquiry form for distribution to and completion by high school pupils. Distribute forms at group meetings with high school pupils present. This will give a member of the college staff an opportunity to answer questions and to publicize plans for the new college.

Summarize and use data on inquiry forms as an aid to curriculum planning.

6. *Problem:* Determining what transfer courses to offer.

Suggestions: Study catalogs of other junior colleges, particularly those in the same state or region.

Study catalogs of senior institutions to which students are most likely to transfer.

Confer with officials of these senior institutions.

Submit lists of proposed courses to senior institutions for advice and rulings regarding their acceptance in transfer.

Offer only courses for which the college is qualified to provide high quality instruction, from the standpoint of staff, library, laboratories, and other facilities.

7. *Problem:* Developing a general education program.

Suggestions: Involve faculty in planning general education programs from the very beginning. Formulate the college's general education purposes, *i.e.,* the outcomes or objectives to be achieved by all students at the college, regardless of their goals or fields of study.

Determine the approach to general education to be used at the college, *e.g.,* liberal arts, survey or integrated courses, functional offerings.[3]

Review recommendations of regional accrediting agency.

Study general education programs in neighboring junior colleges.

8. *Problem:* Deciding what occupational curricula to offer.

Suggestions: Use findings of community surveys and/or other available data regarding community needs.

Use advice of lay advisory committees.

Consult informally with citizens of the community.

Do not initiate a vocational curriculum, particularly one requiring costly equipment and other facilities, until and unless the need for such a program and its likely continuance is established.

Explore the possibility of working with nearby junior colleges, preferably within "commuting distance," to determine whether costly programs or offerings with low enrollments can be planned cooperatively. Plans might be developed whereby one college will offer one program, for example, nursing; and a second institution another, such as data processing. Students would then attend the college offering the program they need, regardless of their place of residence.

9. *Problem:* Deciding what special programs to provide, for example, remedial offerings, or offerings for superior students.

Suggestions: Engage in staff study of needs and opportunities for special programs.

Identify and investigate special programs in neighboring junior colleges.

Study such student characteristics as reading achievement as an aid to determining special programs to be provided.

10. *Problem:* Guarding against the development of a curriculum which overemphasizes transfer offerings to the neglect of vocational offerings.

Suggestions: Appoint certain staff members, including key administrators, who understand and are committed to occupational programs in the junior college.

Organize a citizens advisory committee to assist in identifying vocational programs needed in the community.

Identify possible outside sources of financial support for technical-vocational programs, including industry, foundations, federal government.

Even if the initial curriculum at the new college is necessarily restricted and limited, offer at least one vocational curriculum during the opening year of classes.

Develop a program for educating the community, and particularly the parents of students, regarding the need for and value of technical-vocational offerings. Make clear to them the status and other advantages which accrue to semiprofessional personnel.

11. *Problem:* Deciding whether to offer evening courses for adults.

Suggestions: Determine need for adult offerings either by making a formal survey of citizen interest or by informal discussions with representatives of community groups.

Provide offerings as needs are identified, if staff and facilities can be made available without detracting from other important college programs.

12. *Problem:* Determining what adult education programs and courses will be offered by various agencies within the community: junior college, high school, neighboring senior college or university.

Suggestions: Meet with administrators responsible for existing programs of adult education to establish working relationships as a basis for coordinated future planning.

Instead of having two separate agencies offer the same courses, engage in cooperative planning to provide optimum service to adults.

Consider organizing a citizens advisory committee to make recommendations on those adult education functions, services, and programs which the junior college can best perform.

13. *Problem:* Determining standards for evening courses for adults.

Suggestions: Examine practices of neighboring junior colleges. Formulate college policy regarding adult education. For example, decide whether to offer in the evening only courses which are or are not offered during the day; whether to offer for credit only courses which are part of a recognized curriculum; whether to provide noncollege credit courses to serve the particular requirements and interests of adults.

14. *Problem:* Determining steps necessary to secure legal approval of courses.

Suggestions: Examine the educational code or regulations of state department of education, office of county superintendent of schools, and/or office of city superintendent of schools.

Consult with the president of a neighboring junior college.

15. *Problem:* Determining graduation requirements.

Suggestions: Examine the education code or regulations of the state department of education.

Study and summarize the graduation requirements of neighboring junior colleges.

Engage in staff study to determine graduation requirements based, for example, on college policy and philosophy of general education.

16. *Problem:* Planning for a continuing evaluation of the curriculum as a basis for curriculum revision.

Suggestions: Establish a faculty curriculum committee responsible for taking leadership in evaluating the curriculum.

Plan, as a continuing process, follow-up studies of both students who transfer and those who enter employment.

Provide institutional research services, possibly by assigning a staff member to work (part time, if necessary) in this field. One responsibility of the position would be to make or assist in studies designed to evaluate the curriculum.

17. *Problem:* Using course outlines as a basis for curriculum development and improvement of instruction.

Suggestions: Prepare and keep current an outline for each course offered at the college.

In addition to content, methods of teaching, and materials of instruction, include in each course outline recommendations for improving the course the next time it is offered.

Use course outlines as a basis for conferences with instructors by the dean of instruction and division or department chairman.

Maintain a central file of current and previous course outlines in the office of the dean of instruction and/or the library.

Use course outlines as an aid to studying curriculum trends and developments.

/ Instruction

18. *Problem:* Establishing policies regarding use of a wide variety of instructional media; for example, television and programed learning.

Suggestions: Involve faculty in study of practices of other junior colleges, senior colleges, universities, and high schools to provide a basis for formulating policies.[4]

Provide for flexibility in space arrangement, including the generous provision of conduits, to provide for the future use of new media.

19. *Problem:* Evaluating instruction as a basis for improvement.

Suggestions: Develop plans for evaluating instruction with wide and active faculty participation.

Procedures which might be used include:

Testing programs;

Findings of follow-up studies of both transfer and terminal-vocational students;

Findings of drop-out studies:

Classroom visiting by administrators and intervisitation by instructors;

Use of tape recordings of class periods, including visual as well as sound when possible;

Studies and observations on student use of the library;

Student opinions;

Analysis of instructional materials developed for each course.

/ Library [5]

20. *Problem:* Selecting books and periodicals for the library.

Suggestions: Use published lists of materials for junior college libraries.[6]

Request, and perhaps require, all instructors soon after appointment to recommend titles of books needed for their teaching.

Examine the holdings of other junior college libraries, particularly those in accredited colleges similar in purpose to the college being established.

21. *Problem:* Establishing a library and having it operative when the college opens.

Suggestions: Employ a librarian a minimum of six months before the opening of classes.

Provide a generous budget for the purchase of books.

During the summer before the opening of classes, request all newly appointed instructors to submit lists of required basic books, periodicals, and audio-visual materials, if these are to be included in the library.

During the summer preceding the opening of classes, employ one or more extra librarians, possibly high school librarians who may not be employed during summer months, to assist in ordering and cataloging books and to help organize the library.

Consider ordering books from a jobber who will supply books, catalog them, and have them ready for immediate shelving upon arrival at the college.

> *Note:* If books are ordered from a jobber who both supplies books and catalogs them, it is important to have an agreement between the jobber and his "cataloging librarian" and the college librarian regarding cataloging policy. In many cases, it is desirable for the college librarian to visit the jobber's headquarters for discussions and decisions regarding cataloging policy and other matters of service.

22. *Problem:* Planning for the effective utilization of the library in teaching.[7]

Suggestions: Appoint a librarian early and have library ready for service when classes open.

Appoint a librarian actively interested in and capable of relating the library to teaching.

Place the librarian in a position of organizational importance on the staff.

Appoint the librarian and/or members of library staff to faculty committees concerned with curriculum and instruction.

Make surveys of:

Faculty use of the library in their teaching;

Faculty recommendations regarding what the library can do to assist them better to achieve their instructional purposes;

Library staff recommendations regarding how the faculty can use the library more effectively in their teaching;

Student use of the library;

Student recommendations regarding how the faculty can use the library more effectively in their teaching.

23. *Problem:* As an aid to sharing materials, establish working relationships with other libraries of the area, including public, university, and college libraries.

Suggestions: Consult with librarians of other libraries to determine extent to which faculty members and/or students may use their facilities.

Ask librarians of cooperating libraries to suggest practices which will facilitate the use of their resources; for example, the provision of a library card by the junior college for staff members or students authorized to use other libraries.

Offer to make resources of the junior college library available to users of other libraries, perhaps including high school pupils.

/ Miscellaneous

24. *Problem:* Constructing a class schedule.

Suggestions: Distribute scheduling of classes as widely as possible over all hours of the day and all days of the college week.

Examine the class schedules of other junior colleges of similar size and curriculum.

Construct a "trial class schedule" and test it on a number of student programs to identify conflicts which require schedule revision.

Explore various methods of scheduling classes by using electronic data processing techniques.

25. *Problem:* Establishing procedures for the selection and approval of textbooks.

Suggestions: Determine and conform to any legal requirements or regulations, state and local, regarding textbook selection.

Require instructors to recommend textbooks they will use in their teaching. In a new college, recommendations must be submitted early, preferably during the summer.

Have instructor recommendations reviewed and approved by dean of instruction or other appropriate administrator on the basis of the objectives of the college, the objectives of the course, and the ability and achievement of students.

Avoid use of textbooks used in local high schools.

Develop and include a clear statement of policy and practice for selecting textbooks in the faculty handbook.

26. *Problem:* Publishing a catalog.

Suggestions: Study, and in some cases imitate, the catalogs of other junior colleges similar in enrollment and curriculum. If "borrowed" materials are used, they should clearly be appropriate for the new college.

If staff has been appointed and time permits, elicit wide staff participation in planning and preparation of catalog.

Assign major responsibility for preparing catalog to a single staff member, possibly the dean of instruction or registrar.

27. *Problem:* Maintaining a record of the history of the college during the period of its development.

Suggestions: Request a single member of the staff—possibly, but not necessarily, a librarian—to keep a record (scrapbook) of the history of the college.

Subscribe to a clipping service to secure all materials published about the college.

Keep one copy of all useful materials, *e.g.,* clippings, reports, official minutes, etc., in an official college file.

Consider having a year-by-year history of the college written by a staff member, in addition to keeping the current scrapbook and official files of the college.

28. *Problem:* Preparing for and achieving accreditation at an early date.

Suggestions: Secure statements of junior college standards from the regional accrediting agency early in the establishment process.

Use standards of accrediting agency in planning college program and organization.

Consider requesting a visit by an advisory committee representing the accrediting agency soon after the opening of classes to make recommendations regarding preparation for accreditation.

With staff participation, collect and begin filing statistical data and other materials needed in preparation for accreditation.

Apply for accreditation as early as regulations and standards of the accrediting agency permit and college conditions warrant.

29. *Problem:* Establishing professional lines of communication with other educators, particularly those junior colleges in the field, to facilitate learning and to profit from their experience and insights.

Suggestions: Consider making early application for membership in such organizations as the American Association of Junior Colleges and state and regional junior college organizations.

Attend and take an active part in their meetings.

Encourage faculty members to join and participate in appropriate professional organizations. Provide faculty with the necessary time and financial assistance to do so.

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[1] Erickson, Clifford G. "Guidelines for Curriculum Development in a New Junior College," pp. 107-12; and Peterson, Basil H. "Developing Curricula at Orange Coast College," pp. 113-24, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

[2] See Appendix C.

[3] Johnson, B. Lamar. Chapter III, "Approaches to General Education," pp. 35-53, in *General Education in Action.* Washington, D.C.: American Council on Education, 1952.

[4] Johnson, B. Lamar. *Islands of Innovation.* Occasional Report No. 6, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

[5] College and Research Libraries. "Guidelines for Establishing Junior College Libraries." *College and Research Libraries* 24: 501-505; November 1963. Also available from American Library Association, 50 East Huron Street, Chicago 11, Illinois.

[6] For example, the lists of materials for junior college libraries prepared by the school of librarianship at Florida State University and published by the Florida State Department of Education. See Appendix B.

[7] Johnson, B. Lamar. *Vitalizing a College Library.* Chicago: American Library Association, 1939; and Johnson, B. Lamar, Eloise Lindstrom, and Others. *The Librarian and the Teacher in General Education.* Chicago: American Library Association, 1948.

Chapter 3 / STUDENT PERSONNEL SERVICES

. . . It would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education.

—James Bryant Conant

Student personnel services are highly important at all levels and in all units of American education. In the community junior college, however, it is clear that counseling, guidance, and out-of-class activities—all elements of student personnel services—are crucial. The need for student personnel services in the two-year college is accentuated by the fact that the public junior college typically is an "open door" college. Junior college student bodies, therefore, tend to be notably heterogeneous in range and types of ability, in high school achievement, in vocational goals, in motivation, and in age. To meet the requirements of such students, diversified course offerings are needed and are, indeed, provided.

Student personnel services also make important contributions to other aspects of the educational program. Disseminating the results of studies of student characteristics and follow-up studies can assist in curriculum development and instructional improvement, and provide a basis for formulating sound administrative policies. Varied out-of-class services and programs, including placement, loans and scholarships, and student government and related activities are also necessary for the college when factors of morale and school spirit condition the initial community image of the new college and point toward future developments.[1]

DECISIONS

What are some of the critical decisions regarding student personnel in starting a junior college?

/ Admissions, Retention, and Follow-Up

1. *Should all high school graduates and others over eighteen who can profit from instruction be eligible for admission to the junior college?*

Yes: Our nation requires the education—and, indeed, post-high school education—of citizens with wide ranges and types of ability. The community junior college has an obligation and an opportunity to provide such education. If the college fails to meet this responsibility, new post-high school educational institutions should and will be established to carry on this function.

No: There is a danger that the admission of "all comers" will dilute the quality of junior college offerings. "It cannot be all things to all men."

Although American education—and American junior colleges—have an obligation to provide an education for wide ranges and types of abilities, it does not necessarily follow that all junior colleges must assume this obligation. Some junior colleges may be selective in admitting students.

Recommendation: It is recommended that most public junior colleges strive to become "open door" colleges.

2. *Should standards of probation and retention be established for the junior college?*

Yes: Even though a junior college may accept responsibility for admitting "all comers," it need not—and should not—retain all enrollees. To serve well its students and community, a junior college must establish and enforce standards of probation and retention.

No: If a junior college is an "open door college," it should not establish rigid standards of probation designed to eliminate large numbers, perhaps even a majority, of those admitted.

Recommendation: Establish standards of probation and retention, but administer them with discretion. Make every effort to provide a comprehensive curriculum adapted to the varying needs and abilities of students, and counseling, guidance, and teaching which will lead students to the highest level of achievement of which they are capable.

3. *Should newly established junior colleges make follow-up studies of students who transfer to senior institutions?*

Yes: The findings of follow-up studies are needed in evaluating and improving the program of a junior college.

It is desirable to plan for follow-up studies during the period of establishment in order that they can be undertaken as soon as former students have advanced to senior colleges.

No: In view of the many tasks to be accomplished in starting a college, the planning of follow-up studies can well be postponed until a college has been in operation for several years.

Recommendation: Do not give follow-up studies early priority in identifying steps that must be taken in starting a junior college. Do, however, plan to begin such studies during the opening two or three years of the college. Background information for use in follow-up studies should be secured as a part of the registration procedure. It is recommended that this be a continuing process, not a one-time event.

4. *Should follow-up studies be made for students who enter employment when they leave college?*

Comment: The observations and recommendation regarding this decision are similar to those for the immediately preceding issue. It should be noted, however, that procedures for making follow-up studies of terminal students have not been as well formulated as those for transfer students. While follow-up of students who are employed may prove difficult, its importance must not be underestimated.

/ Counseling and Guidance

5. *Should counseling be done only by full-time professional counselors?*

Yes: Counseling is a complicated process requiring professionally prepared counselors. To entrust counseling to part-time, "partially prepared" counselors is dangerous.

No: Teachers who have a "flair" for counseling can be identified. Following in-service education and under qualified supervision, such persons can be assigned part-time counseling duties.

The use of teacher-counselors promotes effective relationships between the instructional program and student personnel services.

Recommendation: Practices regarding counseling services will and should differ from college to college. It is essential, however, to provide highly qualified counselors, including those interested and knowledgeable about occupational fields. Counseling services can be extended by using part-time counselors (teacher-counselors) if they are selected with care; receive in-service education, supplemented by summer study; and are given adequate supervision.

6. *Should all faculty members serve as advisers?*

Yes: If all faculty members serve as advisers, *i.e.,* help students select and program their courses, it spreads the advising load, makes it manageable, and no one is unduly overburdened.

If faculty members serve as advisers, they can contribute to developing effective relationships between the instructional program and student personnel services.

No: Helping students select their courses and plan their programs can involve problems and needs requiring the services of a highly qualified counselor.

Many faculty members, including some highly effective teachers, are simply not qualified for or interested in advising students.

Recommendation: Although practices will vary from college to college, it is recommended that faculty members be widely involved in advising. In some cases this may well include all instructors. It is further recommended that advisers be given in-service education and that students with difficult problems be referred to a qualified counselor.

7. *Should specialized psychological or psychiatric service be provided for students?*

Yes: The problems of students are often so complex and difficult that specialized psychological or psychiatric service is warranted and should be provided.

No: Providing specialized psychological or psychiatric service is not the responsibility of a college. Such service is costly and, like medical care and treatment, should remain the responsibility of the student and his family, or other extracollege agencies.

Recommendation: Refer students requiring specialized psychological or psychiatric service to reputable extracollege practitioners or agencies.

8. *Should exit interviews be held when students drop out of college?*

Yes: Only through the use of interviews conducted by a staff member skilled in interview techniques is it possible to ascertain the *real* (as opposed to the claimed) reasons for withdrawal. Knowledge of cause of dropouts aids in evaluation of the college and its program and serves as one basis for improvement.

The exit interview provides a counseling opportunity at a time when it may be greatly needed.

No: Interviews are time-consuming and costly. Adequate information about reason for withdrawal can be secured by having students fill out withdrawal forms on which they report their reasons for leaving college.

Recommendation: Depending on staff time and load, each student who withdraws from college should be interviewed.

9. *Should a placement service be provided for students?*

Yes: The college should assist students requiring part-time work. A placement service for students preparing for full-time employment provides a service needed by students and by employers; it also aids in developing and maintaining close relationships between employers and the faculty in technical-vocational fields.

No:. A placement service can be time-consuming and costly. Students can and should be responsible for finding employment, perhaps with informal assistance from faculty members.

Recommendation: Provide an employment service for students. Whether the service is handled by a part- or full-time placement officer, a faculty committee, or by faculties in various departments depends on available resources and the organization of student personnel services in a particular college.

/ Student Government and Out-of-Class Activities

10. *Should precollege (that is, before the opening of classes in the first year of the college) conferences be held with representative "future students" to make preliminary plans for student government and related activities?*

Yes: Precollege planning sessions with representative "future students" can be valuable in launching student government and other out-of-class activities promptly and effectively when classes open. They are also conducive to the development of morale and college spirit.

No: Students not invited to preplanning conferences may feel neglected and point out that conference participants will have an inside track in the election of student leaders.

Recommendation: Hold precollege planning conferences with "future students" to make preliminary plans for student government and related activities. In some cases, such meetings might be widely publicized in the community and all interested "future students" invited.

11. *Should a period for out-of-class activities be provided within the regular schedule of the college?*

Yes: The schedules of students as well as faculty sponsors are typically so crowded that time cannot be arranged for out-of-class activities unless provision is made within the regular schedule of the college.

No: A sizeable number of students (many of whom are married) are not interested in out-of-class activities. It is undesirable to disrupt their schedules by setting aside time for out-of-class activities.

Time schedules for out-of-class activities overemphasize the importance of such activities.

Recommendation: Time for out-of-class activities should be provided. If necessary, this should be done in the regular college schedule.

12. *Should fraternities and sororities be permitted at the college?*

Yes: Students in many colleges will organize fraternities and sororities entirely separate and apart from the college, if they are not permitted on campus. It is preferable to have such organizations under college sponsorship and supervision.

No: Membership in fraternities and sororities is typically restricted to selected students. This is contrary to desirable policy in a public junior college.

There is a danger that the presence of fraternities and sororities will encourage cliques and factions within the student body.

Recommendation: In general, no organizations should be permitted in which membership is secret or restricted on bases other than those such as scholarship, achievement, service, and common interests.

13. *Should the college engage in intercollegiate athletics during the first year of classes?*

Yes: Intercollegiate athletics can be a rallying force in a new college and can contribute to developing strong student morale and community interest.

No: In the development of intercollegiate athletics, there is a danger that time, energy, and funds may be diverted from more important needs of a new college.

In addition, the records of teams organized during the first year of college might be so poor that intercollegiate athletics would be a handicap rather than a contribution to college morale.

Recommendation: It is ordinarily desirable to have an intercollegiate athletics program limited to only one or two sports during the first year of classes. In many situations no intercollegiate competition is preferable during the opening year of instruction, or even later. Intramural programs may well provide any necessary athletic competition during this period.

14. *Should the college permit a community "athletic boosters" organization for the college?*

Yes: A community "athletic booster" organization gives citizens the opportunity to serve the college and contribute to its development.

No: Such an organization, in its desire to have "winning teams," may contribute to undersirable practices in recruiting athletes, overemphasis on intercollegiate athletics, and the maintenance of low standards of achievement for athletes.

Recommendation: In general, it is recommended that the formation of an "athletics booster" organization be discouraged.

15. *Should a student handbook be published during the first year of classes?*

Yes: As an aid to student orientation, a handbook should be published as soon as possible after the opening of college, and perhaps a preliminary edition should be published even before classes begin.

No: Policies and practices are ordinarily in the process of being established during the first year of classes. To publish a handbook with inaccurate information would be harmful; to publish a "sketchy" handbook would give a false image of college policy and practices.

Recommendation: Begin developing a student handbook before the opening of classes. The actual preparation of the publication can be a desirable major activity of the student body during the first year of classes.

Examine student handbooks from other colleges to determine the type of items to include in the student handbook at a new college.

PROBLEMS

What are some of the important problems in the area of student personnel services in starting a junior college?

/ Admission, Retention, and Follow-Up

1. *Problem:* Establishing admissions standards and policies.

Suggestions: Study practices of neighboring junior colleges and use them as a guide to establishing standards and policies of admission.

Keep in mind the fact that the public junior college may have little reason for existence if its standards and policies of admission simply duplicate those of senior institutions.

2. *Problem:* Establishing standards and policies of probation and retention.

Suggestions: Study practices of neighboring junior colleges and use them as a guide to establishing standards and policies of probation and retention.

Keep in mind the desirability of giving every student all possible opportunity to do successful work, and of having those who cannot or will not do so, withdraw from college.

3. *Problem:* Establishing effective liaison between the community junior college and high schools.

Suggestions: Have college staff members, including administrators, counselors, and instructors, visit high schools for meetings with seniors and with high school administrators, counselors, teachers.

Arrange for college students to visit high schools from which they graduated for conferences with high school seniors regarding the junior college.

Report to high schools the grades their graduates make in junior college and later in senior institutions to which they transfer.

Hold regular meetings of faculty members with their departmental counterparts in high schools of the district. Alternate the locale for the meetings between the college and the high schools.

Have contests, exhibits, and displays for high school pupils at the college, and have high school teachers actively involved in planning the events.

4. *Problem:* Establishing effective liaison between junior colleges and senior institutions.

Suggestions: During the summer preceding the opening of the college, visit neighboring senior institutions to arrange for the transfer of courses.

Submit to neighboring senior institutions a list and description of all courses given at the junior college for rulings concerning their acceptance in transfer.

Have faculty members visit neighboring senior institutions for meetings with representatives of their respective departments.

After students have transferred to senior institutions, have staff members—probably counselors—visit these neighboring institutions for conferences with former students.

Encourage the establishment of state-wide committees representative of junior colleges and senior institutions to consider problems of liaison.

5. *Problem:* Planning and making follow-up studies of students who transfer to senior institutions.

Suggestions: Organize follow-up studies of transfer students as a continuing process, a yearly procedure, not a single or infrequent event.

Secure student transfer grades from senior institutions.

Consider analyzing grade reports from senior institutions (when a sufficient number of graduates from the junior college makes such analysis useful) by subject fields.

Have junior college staff members interview former students on campuses of senior institutions to which they have transferred regarding their senior college work and their judgments of the adequacy or inadequacy of their junior college preparation.

Make surveys of out-of-class life and activities of former junior college students who have transferred to senior institutions.

6. *Problem:* Planning and making follow-up studies of terminal students who enter employment after leaving college.

Suggestions: As in the case of students who transfer to senior institutions, also make continuing follow-up studies of terminal students who enter employment.

Secure reports from employers on job success of terminal students who entered their employment.

Interview former students regarding their judgments about the adequacy or inadequacy of their junior college work, including individual courses, as preparation for employment. Seek the same information through surveys of job success of former students.

7. *Problem:* Planning procedures for use when students drop out of college.

Suggestions: Take steps to ascertain, as accurately as possible, the reasons for withdrawal.

Arrange to have every student who withdraws from college interviewed by a skilled interviewer regarding his plans and the reasons for his withdrawal. Make continuing studies of withdrawals as an aid to evaluating the college program, by summarizing and analyzing data regarding reasons for withdrawal.

/ Counseling and Guidance

8. *Problem:* Providing guidance and advice for prospective students in the new college during the summer months prior to the opening of classes.

Suggestions: Employ one or more staff members to serve as counselors during the summer preceding the opening of classes. The number of counselors, and whether they are full- or part-time, will depend on the size of the college.

9. *Problem:* Orienting those counselors with little or no background in occupational fields to needs and opportunities for employment.

Suggestions: Reduce the seriousness of this problem by appointing at least one counselor to the staff who has an understanding and background in occupational fields.

Assign this counselor to summer study of occupational education with particular attention to occupational counseling.

Have this counselor visit junior colleges with effective programs in occupational counseling.

10. *Problem:* Preparing counselors to advise students regarding transfer to senior institutions.

Suggestions: Have counselors study the transfer requirements of senior institutions.

Have counselors visit campuses of senior institutions to which junior college students most often transfer for conferences with admissions officers and other appropriate staff members.

Have counselors prepare handbook of transfer requirements which contains statements regarding regulations and policies, including acceptance of specific courses by those senior institutions to which students most often transfer.

Have counselors visit junior colleges with effective programs in counseling for transfer to senior institutions.

11. *Problem:* Developing a plan of in-service education for counselors.

Suggestions: Have counseling staff identify problems which concern them; organize in-service education around study of these problems.

Make case studies and hold case conferences on students having significant problems and difficulties.

Invite qualified consultants to come to campus to participate in case conferences and in other in-service education activities for counselors.

Visit other junior colleges with effective counseling programs.

Permit absence from campus and provide funds to defray expenses for counseling staff to attend professional conferences.

Encourage counselors to attend appropriate summer workshops and/or university summer sessions.

12. *Problem:* Developing a testing program.

Suggestions: Determine first the purposes to be served by the testing program, *e.g.*, to secure data on student abilities, student achievements, student interest.

Identify tests and inventories available to serve these purposes.

Identify tests and inventories most often used in other junior colleges and use them, whenever feasible, for comparative studies in cooperation with other junior colleges.

Administer tests early—preferably before registration—in order that results may be used as an aid to advising students.

/ Student Government and Out-of-Class Activities

13. *Problem:* Initiating and developing a plan of student government.

Suggestions: Early in the first year of classes have student body elect officers responsible (a) for administering affairs of student body under interim form of organization, and (b) for developing a proposed constitution for student government.

Develop a policy in which specific powers are granted to the student body.

Have grant of power submitted to student body by the board of trustees through the president of the college.

To help avoid a "clique" domination, consider electing a representative from each section of a required course to an initial temporary student government planning body.

To aid in planning for student government in the new college, visit other junior colleges and study their student handbooks and student government operation, including their constitutions.

Working with and through student committees, have student body officers draw up a constitution for student government.

Submit proposed constitution to student body for consideration, calling for a vote to accept, modify, or reject it.

Submit proposed constitution to president of college for his approval and, if required, the approval of the board of trustees.

14. *Problem:* Selecting college colors, symbols, mascot, and names for college newspaper and annual.

Suggestions: Establish joint faculty-student committee to study these matters and make recommendations.

Hold a contest, possibly with awards offered by local mechants, for best selections.

15. *Problem:* Establishing policies for the college newspaper, including a "freedom of the press" policy.

Suggestions: Since the college is legally the publisher of the college newspaper, establish the policy that the college administration has ultimate responsibility for the newspaper and its contents.

Give sponsor of newspaper authority to represent the college administration in interpreting college policy regarding the college newspaper.

Give student editors wide latitude of freedom in expressing views.

16. *Problem:* Establishing policies regarding student behavior and discipline.

Suggestions: As a background for determining these decisions, study the policies and practices of neighboring junior colleges.

Under the chairmanship of an administrator in the field of student personnel, establish a faculty-student committee to study and make recommendations concerning behavior and discipline policies.

Recommendations should be reviewed by faculty and administration and, when approved, submitted as recommendations to the board of trustees.

17. *Problem:* Providing time for student activities within the college schedule.

Suggestion: Include one to three hours weekly in the college schedule for student convocations and meetings of student organizations.

/ Student Services

18. *Problem:* Determining the extent and nature of medical/nursing services to be provided for students.

Suggestions: Determine legal requirements regarding medical/nursing services by junior colleges, and conform to them as a minimum.

Make certain provision is made for handling health or accident emergencies of athletic teams and the general student body.

Provide adequate physical examinations and care for participants in athletics.

Consider locating student health staff in offices of college counseling and guidance services. In effect, make the student health staff a part of the counseling and guidance staff.

19. *Problem:* Determining the extent of food services to be provided, *e.g.*, snacks or complete meals.

Suggestions: Make a "market survey" of the type of food services needed and desired by students and staff members.

Provide such service to the greatest extent possible. Consider contracting the services of a caterer or other organization, possibly one which supplies and maintains food vending machines.

20. *Problem:* Developing policies regarding the employment of students by the college.

Suggestions: Assign responsibility for administering student employment policies to administrator in charge of student personnel services, with delegation by him to student placement office, if college has such an office.

Identify services for which the college needs to employ personnel. Identify services that can be performed by students. Employ students for these purposes.

Supervise student employees.

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[1] Thornton, James W., Jr. "Guidelines for Providing and Organizing Student Personnel Services in a New Junior College, pp. 35-42; and Drexel, Karl O. "Providing and Organizing Student Personnel Services at Diablo Valley College, pp. 43-52, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

Chapter 4 / STAFF PERSONNEL

No college can be better than its faculty.

—**Anonymous**

The direction a new college's development takes will be largely charted by the type of staff members originally appointed. The effective functioning of a faculty is conditioned by the working relationships established within a college. These, in turn, are conditioned by factors of administrative organization.

A major task in getting ready to start a junior college is clearly, therefore, to employ and organize a staff to administer and teach the program of the institution.

New colleges have certain advantages and certain handicaps in recruiting a faculty. On the one hand, only a limited amount of time is available for employing a staff. On the other hand, a considerable number of potential administrators and instructors are attracted to positions in new colleges because they would like to be charter members of a staff and participate in the pioneering adventure of starting a college. It is not at all uncommon for new colleges to have hundreds of applications for a handful of positions. One junior college had more than 800 applicants for its initial 12 teaching positions. A multiplicity of candidates creates, however, pressing problems in developing suitable criteria and procedures for selecting those to be appointed.

The type of administrative organization required in a large, long-established two-year college may be quite different from that needed in a new, and perhaps small, institution. It is important, however, that the original administrative structure developed is one which later can be adapted, with only minor modifications, to the enrollment and type of institution projected for the new college.[1]

DECISIONS

What are some of the critical decisions relating to staff personnel in starting a junior college?

/ Selecting and Employing Staff Members

1. *Should the college appoint high school teachers to the faculty?*

Yes: High school teachers are likely to be qualified to work with students having a wide range of abilities, interests, and goals.

It is often possible to secure excellent high school teachers because of the desire of many to teach in a junior college.

High school teachers are prepared for and are usually interested primarily in teaching, rather than in research.

No: There is a danger of creating a "high school image" of the junior college.

High school teachers may have inadequate academic preparation for junior college teaching.

High school teachers may not maintain college-level standards in their classes.

Recommendation: It is desirable to employ superior instructors, regardless of their source. While high schools may be a desirable recruitment source, it is important to make certain that high school instructors have very strong backgrounds in their respective fields. The number and proportion of such appointments will vary from college to college.

2. *Should the college appoint teachers from local high schools to the faculty?*

Yes: If high school teachers appointed to the college faculty are highly regarded in the community, they can contribute to building a desirable reputation for the college.

High school teachers from the district will be acquainted with the community and its needs and consequently are in a position to make special contributions in relating the college program to community requirements.

No: Recruiting superior teachers from local high schools may be unfair to schools which have serious problems of building and maintaining their own faculties.

This practice may lead to strained relationships between the new college and the high school of the community.

High school teachers who apply but are not appointed to a college may be resentful, consequently creating possible ill will toward the college.

Recommendation: It is frequently desirable to employ some highly selected teachers from local high schools. In this event, efforts should be made, however, to work out plans acceptable to the high schools of the community.

3. *Should one or more key administrators be appointed from within the community?*

Yes: Administrators appointed from within the district will be acquainted with the community and its needs and should, therefore, be able to take effective leadership in relating the college program to community requirements.

No: There may be a danger of creating, within the community, animosities toward the college if some local applicants are appointed to administrative positions and others are not.

Recommendation: The appointment of one or more qualified administrators—but by no means a majority—from within the district can be highly desirable.

4. *Should one or more key administrators be appointed with whom the president is well acquainted and has already established effective working relationships?*

Yes: It is important for the president to have one or two key administrators on his staff in whom he has complete confidence and with whom he has worked effectively.

No: There is a danger that the president will be accused of favoritism and/or that a "president's clique," real or imaginary, will result.

Recommendation: If they are highly qualified and available, employ one or two such administrators. It is important, however, that the president and his "administrator friends" guard against favoritism and/or "cliquishness."

5. *Should the college employ a consultant (or consultants) while getting started?*

Yes: Qualified consultants, both general and specialized, can save the president and the staff time, money, and energy, and can increase efficiency of operation.

No: If a consultant is employed, it may suggest to the board of trustees and to the community that the president is not equal to the responsibilities of his position.

Sufficient free consultation services are often available, for example, from state departments of education.

Recommendation: Utilize free qualified consultation services to the fullest extent.

Employ a qualified consultant or consultants when and if there is a need.

During the first three or four years of college operation, consider appointing a "general consultant" who comes to the college at regular intervals (perhaps four or five times a year).

Guard against any excessive charges by consultant organizations or teams of individual consultants.

6. *Should the college permit the employment of two members from the same family?*

Yes: It is often possible to attract two highly qualifed staff members, a husband and a wife, for example, who would not otherwise be available for appointment.

No: Should two members of the same family be employed and one develops problems and difficulties, the situation will inevitably involve both staff members.

Recommendation: Employ two members of the same family if there is a need and if each is highly qualified for the positions.

Do not employ two members of the same family in the same department in a close working relationship with each other, or in a situation in which one has supervisory responsibilities over the other.

/ Organizing Staff

7. *Should a board of trustees policy manual be developed during the first year of classes?*

Yes: Formulation of a board of trustees policy manual should be begun as soon as the board is organized as an aid to the establishment of policies and the clarification of relationships.

No: There is so much to be done in getting started that time should not be taken to develop a publication as complicated as a board of trustees policy manual.

Recommendation: Begin the development of a board of trustees policy manual by organizing all board policy decisions in a "looseleaf" manual form.

Examine manuals of other boards of trustees and/or Kintzer's study of board policy manuals to secure suggestions of items to be included.[2]

During the first year, include only those policies and procedures in the manual which are necessary during the establishment period, and which the board has had time to study, analyze, and understand.

8. *Should a faculty handbook be developed during the first year of classes?*

Yes: A faculty handbook should be published soon after or prior to the opening of classes, to assist in orienting faculty members to the policies, program, and organization of the college.

No: Ordinarily, policies and practices are still in the process of being determined during the opening year of classes. To publish a handbook with inaccurate information would be harmful; to publish a "sketchy" handbook would give a false image of college policies and practices.

Recommendation: Begin to formulate a "looseleaf" faculty handbook during or before the opening of the college. Add to it statements of policy decisions and practices applicable to the faculty as these are established.

Examine faculty handbooks from other junior colleges and/or Kintzer's study of faculty handbooks for suggestions of items to be included.[3]

9. *Should the college have a department type of organization instead of a division type?*

Yes: Organizing faculty members into working groups according to widely accepted department areas is a basis for an efficient staff relationship.

The department type of organization is widely used and can easily be adopted and accepted by staff. students, and the community.

No: The size of departments in most new junior colleges is likely to be so small that this form of organization would be totally unnecessary. In such cases, a division plan might be used.

If departments are organized, the dean of instruction or another administrator in charge of curriculum and instruction will have too large and unwieldly a group of subadministrators responsible to him. This would result in an undesirable span of control by the dean. Again, in such a situation, the division plan may be preferable.

Recommendation: In most colleges a division organization is preferable. In the case of very small new colleges, no formal organization other than college-wide is recommended.

10. *Should a precollege faculty planning conference be held in addition to the brief meetings required for routine organization and announcements?*

Yes: Bringing the faculty together for a two- to four week planning conference involves the faculty early in program planning and development; it produces improved understanding of and agreement on college policies and practices; and it allows faculty members to become acquainted and gives them a greater opportunity to prepare for their teaching.

No: There is insufficient time to bring the faculty together for planning conferences. The time available should be spent in preparing for one's own teaching.

A faculty planning conference is costly to the district at a time when economy may be important.

Recommendation: Have faculty members assemble one month before the opening of classes for planning conferences.

During the planning conference, allocate sufficient time for individuals and faculty groups, to prepare their own work and teaching.

Consider scheduling a one- or two-week precollege planning session before the opening of classes each fall, instead of a month-long session.

/ Establishing Conditions of Employment

11. *Should policies regarding salaries, attendance at professional meetings, and other conditions of employment at the junior college be different from those governing such matters in elementary and high schools with the same governing body?*

Yes: Conditions of employment at the junior college must reflect the fact that it is a college. Junior college faculty members must maintain a schedule quite different from teachers in public schools; for example, they spend less time in class and more time in preparation. Conditions of employment must be consistent with faculty work and responsibilities.

No: To single out junior college staff members for special concessions and privileges would arouse resentments on the part of elementary and high school teachers.

Recommendation: Establish policies for junior college staff members regarding salaries, load, and other conditions of employment consistent with their work and responsibilities.

Survey practices and conditions of faculty employment followed in neighboring junior colleges.

12. *Should a merit salary schedule be established?*

Yes: Instructors' salaries should be based upon the quality of work they do, not simply on objective data relating to years of experience and extent of professional preparation.

A merit salary schedule will stimulate instructors to improve their teaching.

No: Since methods of evaluating an instructor's work are so frequently unsatisfactory and unreliable, any salary advancement based on merit would likely create resentment and low morale among those whose salaries were not raised.

Recommendation: Do not establish a merit salary schedule during the period of getting started. At a later date, such a schedule might be considered if the staff, working together, is able to develop an acceptable plan for evaluating instructors' work.

13. *Should a plan of faculty rank be established?*

Yes: A system of faculty rank adds to the prestige of the college in the eyes of citizens and the community.

Faculty rank makes certain staff members, *e.g.*, professors, associate professors, eligible for fellowship and other benefits which would not be available were all faculty members designated "instructors."

No: There is a danger that a plan of faculty rank will overemphasize the "university parallel" or transfer function of the college in the eyes of faculty, students, and citizens of the community, to the detriment of other purposes, *e.g.*, the provision of technical-vocational education.

There are difficulties in establishing criteria on which to base the assignment of rank to individual faculty members.

Recommendation: Do not introduce a plan of faculty rank during the period of establishment. At a later date the staff may wish to study possible plans of faculty rank.[4]

PROBLEMS

What are some of the important problems relating to staff personnel in starting a junior college?

/ Establishing Relationships with Legally Responsible Agencies

1. *Problem:* Establishing lines of relationship between the president of the college and board of trustees or other legally constituted board or agency, *e.g.*, county board of supervisors, to which he is responsible.

Suggestions: Formulate early, possibly before the president accepts appointment, a statement on working relationships and mutual responsibilities of the president and board of trustees.

Begin early development of board of trustees policy manual.

2. *Problem:* Establishing lines of relationship between the college president and the city or county superintendent of schools or other official to whom the president may be responsible.

Suggestions: As in the preceding problem, develop a statement on relationships.

Include policy statements in board of education policy manual on lines of administrative relationships and respective responsibilities of the college president and any official to whom he may be responsible.

3. *Problem:* Informing and educating those to whom the president is administratively responsible about the functions and organization of a junior college.

Suggestions: Hold informal individual and group meetings, including luncheon visits, with officials.

Supply officials with selected reading materials on the junior college, perhaps including a group subscription to the *Junior College Journal.*

Invite particularly articulate authorities on the junior college to serve as college consultants, speakers at community meetings, and/or to meet with officials for discussions on the role of the junior college.

4. *Problem:* Helping those to whom the president is administratively responsible to understand the status and responsibilities of junior college staff members as distinct from those of elementary school teachers or civil service employees.

Suggestions: Have president regularly attend meetings of board of education and any administrative council of the superintendent of schools, utilizing these occasions to describe desirable trends and practices in junior college education.

Encourage these officials to visit the junior college.

Report practices in other junior colleges.

Arrange for officials to attend meetings of state, regional, and national junior college associations.

/ Selecting and Appointing Staff

5. *Problem:* Employing a superior faculty within the short period of time usually available to do so.

Suggestions: Widely disseminate information regarding the college and its requirements to all major graduate schools, specifically to placement offices and department heads, nationally or regionally, and to selected commercial teacher placement offices.

Establish an attractive salary schedule and other conditions of employment.

Place newly appointed staff members on salary schedule at steps which give generous recognition to their previous experience.

Interview every faculty member before appointment. Before appointment, make a searching inquiry regarding the candidate, preferably by telephone or a personal visit with the administrator to whom he is responsible in his present position.

6. *Problem:* Determining the order in which to appoint key staff members.

Suggestions: Make early and concurrent appointments of librarian and administrators responsible for curriculum, student personnel services, and business affairs. Also identify the person, possibly one of the administrators, who is responsible for informing the community about college activities.

If the college is small and few administrators are to be appointed, determine order of administrative appointment, based in part on the interests and competence of the president. In other words, have the president be responsible for curriculum and instruction if this is his area of competence and do not, initially, appoint a dean of instruction.

7. *Problem:* Securing a highly qualified and adequate secretarial-clerical staff.

Suggestions: Establish an attractive salary schedule and other conditions of employment. Clarify the duties and conditions of employment of such personnel.

Provide funds in budget for adequate number of nonprofessional staff members.

/ Organizing Staff

8. *Problem:* Developing a line and staff organization for the college.

Suggestions: Secure and use as a guide administrative organizational charts from other junior colleges, particularly those similar in size and in purpose. Also include charts relating to committees.[5]

9. *Problem:* Planning and organizing the faculty committee structure.

Suggestions: Establish a minimum number of standing committees. Include among them, however, a committee on curriculum and instruction and one on student personnel services.

Secure and use as a guide descriptions of faculty committee structure from other junior colleges, comparable in size and purpose.

Work closely with faculty in planning and developing committee structure.

10. *Problem:* Involving staff members appropriately in the establishment of policies and the operation of the college.

Suggestions: If only informally, involve staff members in planning as soon as they have been appointed.

Encourage staff members to realize their ideas are needed and solicited.

Keep faculty members informed about college plans and developments.

Draw up, in consultation with faculty, a statement of policy regarding their involvement in establishing policies and operating the college.

Study practices in other junior colleges to secure suggestions regarding desirable practices.

11. *Problem:* Planning and organizing faculty meetings.

Suggestions: Involve faculty members in planning and conducting the meetings.

Provide an agenda.

Make faculty meetings significant; deal with vital issues and developments, not with routine and detail.

12. *Problem:* Organizing and conducting a precollege faculty planning conference.

Suggestions: Involve faculty members in planning and conducting the conference.

Schedule sessions of entire faculty, meetings of departments, important committees, or other groups. Provide time for individual work and study.

Schedule social and recreational activities, some of which include families of staff members.

Consider the participation of one or more consultant-speakers in the conference, especially on topics concerning the role and organization of the junior college.

With two weeks as a minimum, provide enough time for a considerable amount of work to be accomplished and for the faculty to become acquainted.

13. *Problem:* Developing a plan for supervising instruction.

Suggestions: Clarify lines of administrative responsibility.

Assign primary responsibility for supervision to dean of instruction, assisted, if there are such, by division or department chairmen.

In the supervisory function, stress cooperative work on the many developments and plans of common concern that are present in starting a college.

De-emphasize an inspectional approach to supervision.

As aids to improving teaching, encourage the use of student opinion; intervisitation of classes; tape and, when possible, visual recordings (by video tape, for example) of class periods; testing programs; and follow-up studies.

Emphasize effective use of the library in teaching as an important aid to improving instruction.

14. *Problem:* Evaluating the faculty.

Suggestions: Make certain administrators are able to set aside sufficient time for adequate evaluation of faculty services.

Clarify the specific bases on which faculty members are to be evaluated.

Evaluate faculty services at an early date. Inform faculty members of results in order that judgments and views can be made mutually clear.

Involve dean of instruction and department and/or division chairmen in the evaluation process.

Encourage the use of student opinion; class visits; recording of class periods including visual recordings (by video tape, for example), if possible; and testing programs.

Hold a conference with each instructor following any visit to his class.

15. *Problem:* Utilizing effectively the services of consultants.

Suggestions: Make clear to each consultant and to staff members the purpose or purposes of the visit.

Select consultant carefully on the basis of definite purposes.

At the close of each visit, require the consultant to submit a written report of his observations and recommendations.

Consider using the same consultant over a period of years, returning to the college at intervals during each year.

16. *Problem:* Establishing a policy and program of institutional research.

Suggestions: Assign a staff member on a part-time basis, if necessary, the responsibility for coordinating institutional research. This would include making studies himself, aiding others to design and conduct studies, and maintaining a file of reports on all research studies conducted at the college.

Provide funds in the budget to support institutional research.

Emphasize the fact that institutional research is concerned with studies designed to improve the college and/or any part of its program.

Study programs of institutional research in other junior colleges.[6]

17. *Problem:* Developing a faculty handbook.

Suggestions: Assign this responsibility to a specific staff member and/or committee.

Examine faculty handbooks from other junior colleges.

Adapt a looseleaf format for faculty handbook, to facilitate additions or revisions.[7]

/ Establishing Conditions of Employment

18. *Problem:* Developing a job description for each staff position.

Suggestions: Secure job descriptions developed at other junior colleges or by state departments of education for use as a guide.

Formulate initial job descriptions prior to appointment of staff members.

Assign each staff member continuing responsibility for studying and recommending changes in his job description.

19. *Problem:* Developing policies regarding teacher load.

Suggestions: Study teaching load policies in other junior colleges. In formulating policies, recognize such varying conditions as class size, laboratory hours, number of different preparations, and load in reading and correcting papers, particularly in courses such as English composition.

20. *Problem:* Limiting the need for faculty to assume extensive clerical and routine duties.

Suggestions: Reduce faculty duties of clerical nature to minimum. Consider providing readers and/or laboratory assistants for instructors.

Provide a highly qualified and ample secretarial staff.

Provide paid student assistants for faculty members.

Use data processing equipment and other facilities which are helpful in reducing clerical work.

21. *Problem:* Establishing policies relating to faculty sponsorship of student organizations and other out-of-class activities.

Suggestions: Study practices of other junior colleges.

Attempt to identify faculty members genuinely interested in student activities and assign major sponsorship responsibilities to them.

Relieve these faculty members from other duties such as committee work.

22. *Problem:* Developing tenure policies.

Suggestions: Determine and be guided by the provisions of the state's educational law on the subject.

Study policies used at other junior colleges.

23. *Problem:* Developing policies regarding faculty travel and attendance at professional meetings.

Suggestions: Study practices followed by other junior colleges.

In unified districts, for example, make clear to officials and boards of education that policies regarding junior college faculty travel and attendance at professional meetings necessarily differ from those for elementary and high school faculties. In terms of the professional development of staff, recognize the value of such travel and attendance and make generous provision for it.

24. *Problem:* Establishing fringe benefits for staff members, including health insurance, retirement plan, etc.

Suggestions: Study practices of other junior colleges and use them as guides.

Make benefits as generous as feasible, recognizing that generous conditions of employment are valuable in attracting superior staff members to the faculty.

If possible, introduce a plan of sabbatical leaves.

25. *Problem:* Establishing, particularly in unified districts or in junior colleges under the direction of county boards of supervisors or county superintendents of schools, conditions of employment for junior college staff members which differ, for example, from those of elementary school teachers and civil service employees.

Suggestions: Make and report studies of practices in other junior colleges to appropriate officials.

Have junior college consultants explain desirable junior college practices and trends to appropriate officials.

Arrange for officials to attend meetings of state, regional and national junior college associations.

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[1] Wattenbarger, James L. "Guidelines for Securing and Organizing Staff for a New Junior College," pp. 81-88; and Flint, Calvin C. "Securing and Organizing a Staff at Foothill College," in *Establishing Junior Colleges.* Occasional Report No 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

[2] Kintzer, Frederick C. *Board Policy Manuals in California Public Junior Colleges.* Occasional Report No. 2, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1962.

[3] Kintzer, Frederick C. *Faculty Handbooks in California Public Junior Colleges.* Occasional Report No. 1, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1961.

[4] Tillery, Dale. "Academic Rank: Promise or Peril?" *Junior College Journal* 33: 6-9; February 1963; and Hendrix, Vernon L. "Academic Rank: Mostly Peril?" *Junior College Journal* 34: 28-30; December 1963-January 1964.

[5] See Appendix D, Appendix E, and Appendix F.

[6] UCLA Junior College Leadership Program. *Institutional Research in the Junior College.* Occasional Report No. 3, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1962.

[7] Kintzer, Frederick C. *Faculty Handbooks in California Public Junior Colleges.* Occasional Report No. 1, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1961.

Chapter 5/FINANCE

The budget of a college is the most accurate statement of its philosophy and policy.

—Anonymous

Money is required to operate a quality college. Accordingly, assurance that sufficient funds will be available is a major criterion in deciding to establish a junior college.

The allocation of funds to the various items of its budget reflects the philosophy of a college and its administration. The extent to which student personnel services, for example, are recognized as important can be ascertained by an examination of a college budget. Similarly, the degree of importance assigned to instruction and community services is reflected in plans for spending.

Long-term plans must be made for both capital outlay and operating costs. Problems relating to both funds for planning and for capital outlay, *e.g.*, building the physical plant, immediately confront the board and administration of a new college.

Plans for financing junior colleges differ widely from state to state. Frequently state funds are the major and, in a few cases, the sole source of junior college support. In other states, junior colleges are primarily dependent upon local taxes. In harmony with the philosophy of the junior college which aims to offer both youth and adults post-high school education at the lowest cost possible, efforts are made to charge either minimum tuition fees or, whenever possible, to operate tuition-free institutions.

With the growing national recognition of the junior college, substantial federal funds are increasingly available for the support of various aspects of the college's program and development. Representative of recent legislation providing assistance for two-year colleges are the Higher Education Facilities Act of 1963 (providing matching grant funds and loans for the construction, rehabilitation, or improvement of needed undergraduate facilities) and the Vocational Education Act of 1963 (providing funds for plant and program for technical-vocational curricula).

Although the public junior college receives its basic support from tax funds, the two-year college is securing an increasing amount of monies from private sources, including both foundations and individual donors.[1]

In referring to gifts from private sources, one president of a new junior college observes:

> *We have learned that financing an educational institution need not be merely a matter of putting the allocated public funds to the best possible use. Financing is also an attitude, involving a flexible mind and a great deal of creativity. . . . We try to decide first what we wish to accomplish and how we wish to do it. When we have a clearly formulated plan for achieving a specific objective, we find it not to difficult to attract funds for its execution. We have never encountered a foundation or other agency which refused to entertain our application for funds because we were a public institution.*[2]

Securing funds to pay for the initial costs of planning and getting started is a problem in some states where tax monies cannot be made available until classes are actually under way. Some colleges, therefore, borrow from banks or other sources until tax revenues are available. Private donors on occasion will provide initial funds required for planning and getting underway.

Of course, in many states, tax funds are immediately available for the initial planning and organizing of a junior college, as soon as the institution has been legally authorized.

It is abundantly clear that one of the major tasks in starting a junior college is to secure and administer the funds to pay both operational and capital outlay costs of the college.[3]

DECISIONS

What are some of the critical decisions in finance in starting a junior college?

1. *Should the college be opened on a distinctly austere budget?*

Yes: It is desirable to let the community know that the college administration intends to economize and provide a junior college at the lowest possible cost.

2

No: It is desirable to let the community know that a strong junior college must be well financed. Accordingly, the college should plan a budget which will provide ample funds to attract a highly qualified staff, provide an attractive and efficient plant, and provide adequate equipment and other facilities for teaching.

The community will take pride in and, in all likelihood, give generous support to a junior college with a superior staff, facilities, and program. Such a junior college is not inexpensive. It cannot function or be maintained on an austerity budget.

Recommendation: Provide an adequate budget to secure a highly qualified staff, adequate plant, and other instructional facilities.

2. *Should funds for capital outlay be secured from current revenue or a tax override voted by citizens of the district in preference to the proceeds of a bond issue?*

Yes: Operating on a "pay as you go" basis appeals to many citizens who are hesitant about mortgaging the future of their communities.

Money can be saved by avoiding bond election costs and interest charges.

No: Operating on a "pay as you go" basis may make it impossible to construct an adequate plant and provide adequate facilities.

Students who benefit from capital outlay expenditures secured through a bond issue will help pay off the bonds when they are adult citizens.

Recommendation: A "pay as you go" plan should not be attempted unless this method will actually produce sufficient funds to provide an adequate plant and facilities.

PROBLEMS

What are some of the important problems in finance in starting a junior college?

1. *Problem:* Paying college costs during the period of getting started, if tax funds cannot be made immediately available.

Suggestions: Arrange for costs to be paid temporarily from other funds available within the junior college district, for example, general school tax funds in a unified district.

Borrow necessary funds from available sources, such as the county board of supervisors, office of the county superintendent of schools, or banks.

Arrange for payment of certain costs (library books, for example) after tax funds become available.

2. *Problem:* Building an initial budget for the college.

Suggestions: Assign responsibility for preparing the budget to business manager, in consultation with and assisted by other administrators.

Study budgets of neighboring junior colleges, particularly those recently established.

Use materials on "guides to budget making," frequently prepared and distributed by state departments of education.

3. *Problem:* Establishing an attractive salary schedule which the college can afford.

Suggestions: Examine the salary schedules of neighboring junior colleges and/or such published compilations of salary schedules as those prepared and distributed by state departments of education.

Encourage the board of trustees to commit itself to a salary plan and policy which, for example, is "above the average" or "in the top five percent" range for the state.

Make certain that the salary schedule developed is "competitive" in terms of the "current market."

While it is important to establish the most attractive salary schedule possible, it is also necessary to determine that the college can actually afford the schedule proposed, based on a careful analysis of projected staff needs and projected college income.

4. *Problem:* Conducting a bond or tax override campaign.

Suggestions: Establish a citizens advisory committee to study the requirements of the college and make recommendations regarding the amount of the bond issue.

Establish a community-wide bond campaign committee to plan and conduct the campaign.

Secure bond campaign procedures used by other junior colleges. For example, Rio Hondo and Foothill Junior College Districts in California utilized a plan which proved quite successful. Following a presentation to community groups explaining the bond issue, cards were circulated among the audience. Individuals were asked to indicate if they would actively assist in the bond campaign and the type of assistance they were willing and qualified to offer. This method contributed to building a major list of citizens who could be called upon for direct campaign assistance.[4]

5. *Problem:* Securing federal funds which may be available for various aspects of program development.

Suggestions: Frequently survey the current status of pending federal legislation and ongoing federal programs.

Determine the nature of federal funds now available to neighboring junior colleges.

Correspond with the office of the American Association of Junior Colleges for reports of its Commission on Legislation.

Correspond with the U.S. Office of Education or its regional offices regarding procedures for requesting funds. Keep in close touch with the state department of education concerning federal programs.

Make a particular administrator responsible for keeping up with information on new federal aid programs and for making necessary contacts with state and federal officials.

6. *Problem:* Determining the amount of tuition, if any, to be charged.

Suggestions: Determine state or other legal requirements, *e.g.*, an upper limit on tuition. All plans should conform to these regulations.

If legally and financially possible, charge no tuition, thus removing a major financial barrier to junior college attendance.

Differentiate tuition charges to out-of-state and out-of-district students.

If tuition must be charged, keep it as low as financial requirements of the district permit. This will make it possible for many students to attend the junior college who otherwise would be unable to do so.

7. *Problem:* Determining college policies and plans regarding insurance.

Suggestions: Engage the services of a qualified consultant on educational insurance. Preferably this person should not be an insurance broker, but a specialist in the employ of a neighboring city school system.

Request the consultant to study the insurance requirements of the college and recommend a suitable coverage program.[5]

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[1] Gleazer, Edmund J., Jr. "AAJC Approach—Foundation Support." *Junior College Journal* 34: 2-3; October 1963.

[2] Perry, William L. "Financing Corning Community College," pp. 131-34, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

[3] Swenson, Robert E. "Guidelines for Financing New Junior Colleges," pp. 125-30; and Perry, William L. "Financing Corning Community College," pp. 131-34, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

[4] See Appendix G.

[5] American Association of School Administrators. *Managing the School District Insurance.* Washington, D.C.: the Association, 1963.

Chapter 6 / PLANT AND FACILITIES

. . . community and junior colleges are the stepchildren of educational architecture.

—Educational Facilities Laboratories Newsletter 2

Buildings represent the single most costly expenditure—or group of expenditures—a junior college will make. Ideally, the plant of an institution is defined by its program. Too often, however, the restrictive confines of an inflexible plant in effect define the program of a college.

Problems of the junior college are accentuated by the fact that the particular requirements of the two-year college as a relatively new and fast developing unit of American education have heretofore received relatively little attention from architects and other building specialists. It is this situation which has led to the designation of junior colleges as the stepchildren—or as some would suggest, the orphans of educational architecture. Projected plans for new junior colleges, however, have led to sharply increased attention to the design and planning of buildings for the two-year college.[1]

It is obvious that a major task in starting a junior college is to provide plant and other facilities in and with which to offer the program.

For most new junior colleges, there are two major steps in plant development. The first is the "temporary phase" during which a college is housed in a plant used only while permanent buildings are being planned and developed. The second is the "permanent phase" when provisions are made for the long-term needs of the college through the acquisition of a site and the planning and construction of buildings.

In projecting a permanent campus, careful long-term planning which includes a projection of enrollment and program is of central and basic importance. In discussing guidelines for providing plant and facilities for a new junior college, Giles points out:

Plant and facilities must be master planned. . . .

> *A concentrated period of planning by various individuals and groups will undoubtedly turn out to be the best and wisest investment ever made for the citizens of the region. The master planning is not an exercise in abstract speculation or wishful thinking; it is a living experience in purposeful team work. . . . The results of master planning infer that certain basic decisions have been made about the campus and its relationship to maximum size, location, program, and other related problems.*[2]

Morrison suggests that the planning and development of a permanent plant involves five steps:

1. Formulate the philosophy and role of the college.
2. Survey the educational needs of the community.
3. Determine the space requirements for the programs to be offered —keeping in mind the number of students to be served.
4. Make preliminary plans.
5. Make final plans.[3]

DECISIONS

What are some of the critical decisions in the area of plant and facilities in starting a junior college?

1. *Should classes be started in temporary buildings before the completion of the permanent plant?*

Yes: This is often the only way in which classes can be opened without undue delay.

No: It is difficult enough to start a new college without being handicapped by inadequate plant and facilities.

Recommendation: In general, it is recommended that classes be opened in temporary buildings to enable the college to begin serving its community at an early date.

2. *Should the college economize in building the plant and purchasing equipment, keeping in mind the necessity of providing an efficient plant and facilities?*

Yes: It is desirable to let citizens of the community know that the college administration intends to economize and to provide a junior college at the lowest possible cost.

No: It is desirable to build and equip a junior college in which the community takes pride.

Recommendation: In general, it is better to construct a plant which is attractive and efficient but not over-costly and luxurious. It should, however, be one in which the community takes pride. "Do not be penny wise and pound foolish."

3. *Should the site for the campus be selected and announced prior to an election at which citizens vote funds for acquisition of college site and plant construction?*

Yes: The voters should be kept as completely and accurately informed as possible regarding the plans and affairs of the college.

If the site is well chosen, announcing it before the election can encourage support for a bond issue.

No: Announcement of the site selected before a bond election is likely to cause voters favoring another location to vote negatively. This may jeopardize the election outcome.

Recommendation: It is usually desirable to choose the site for a new college after, rather than before, a bond election.

4. *Should each building be complete initially within itself, or should parts of buildings in a master plan be constructed—all to be completed later?*

Yes: It is costly and inefficient to build parts of buildings.

Reconstruction of "parts of buildings" is likely to result in an unattractive campus for a period of several years.

A completed building, such as a library, can well be used for classes and administrative offices until buildings for these purposes have been completed.

No: Constructing parts of buildings is an effective means of developing a long-term campus plan.

If "parts of buildings" are constructed, available facilities can be used for the purposes for which they are planned.

Recommendation: In general, it is desirable to construct each building completely. The completed buildings can be multipurpose until the entire plant is completed.

In some situations "parts of buildings" may be constructed. If so, the complete buildings should be designed by the architect at the time the construction begins.

PROBLEMS

What are some of the important problems relating to plant and facilities in starting a junior college?

1. *Problem:* Securing temporary quarters for the college while awaiting the construction of permanent buildings.

Suggestions: Consider the possibility of holding classes on the campus of a high school during the late afternoon and evening.

Consider the possibility of renting, lease purchasing, or purchasing at reasonable cost a sizeable vacant building or portable building in the community. New junior colleges have used vacated store buildings, factories, or schools, for example.

2. *Problem:* Making a master campus plan.

Suggestions: Base master plan on program planning and development considered in other chapters of this publication, as well as in other sections of the present chapter. Take the following steps in developing plan:

Determine role and purposes of college.

Project curriculum plans for college.

Make enrollment projections for college, including its maximum size.

Translate curriculum plans into space requirements.

Develop campus plan to provide for program requirements.[4]

Involve community advisory groups in planning plant and facilities as they are involved in curriculum development.

Use consultants on various aspects of the plan and in coordinating projections.

Study master plans of other junior colleges.

Make campus plan before any single building is planned.

3. *Problem:* Choosing an architect.

Suggestions: Interview architects under consideration.

Study the work of architects under consideration.

Interview former clients of architects under consideration.

Consider holding a design contest as a method of selecting the architect.

4. *Problem:* Selecting the site for the college.

Suggestions: Project site requirements on basis of decisions (projections) regarding maximum size of college and the range and nature of its program.

Specify a campus sufficiently large to provide for all possible contingencies insofar as the expansion and development of the college are concerned. Bear in mind that (a) the original costs of a site are minor in terms of the long-term use it will have; and (b) no case has been reported of a college providing too large a campus. Excess land can usually be sold at a profit in such an unlikely event, while there are numerous examples of colleges where campuses which are too small have restricted their service and development.

With the assistance of a consultant from the state department of education, consider possible sites which meet specified requirements.

Request real estate brokers or other qualified persons to determine costs of recommended sites.

Make selection among available sites which meet long-term requirements, rather than on the basis of immediate costs.

5. *Problem:* Determining the costs of site, building, facilities.

Suggestions: Determine space and facilities needed based on enrollment projections.

Request an architect to estimate varying costs of buildings and facilities for different types of construction. This could possibly be done by a consulting architect, rather than the architect(s) subsequently engaged to plan, design, and supervise the actual construction of the facilities.

As a check on the architect's estimates, compare them with costs of recently constructed facilities at neighboring junior colleges.

6. *Problem:* Involving faculty members in planning college buildings and facilities.

Suggestions: Establish faculty committees to work with architect and college administrators in planning all buildings. Committee members should be selected for their professional competence in fields related to the planned facilities.

To aid their participation in planning, faculty members should visit junior colleges with well-designed plant and facilities.

Appoint someone on the staff through whom all suggestions to the architect are coordinated.

Make clear to the architect that faculty recommendations must be carefully considered, but that the president and board will have final authority.

7. *Problem:* Avoiding the planning of particular features of buildings which reflect personal idiosyncracies of individual faculty members instead of long-term needs of the college.

Suggestions: Clarify the fact that faculty members serve only in an advisory capacity.

Utilize services of an expert consultant, particularly when any aspect of plans appears to reflect special individual requirements.

8. *Problem:* Planning stages in plant construction on the basis of enrollment projections.

Suggestions: Make careful enrollment projections.

Make projections of likely enrollment in various curricular fields. Perhaps with the aid of data processing equipment, make model class schedules for projected enrollments to aid in determining plant requirements.

Formulate plant requirements in terms of space and facilities needed to accommodate projected enrollments.

Identify those buildings, *e.g.*, the library, planned for one purpose which can temporarily serve other purposes.

Schedule stages of plant construction to use completed buildings temporarily for functions in addition to their basic purposes.

9. *Problem:* Planning buildings to incorporate flexibility in the event of unexpected changes in enrollment, class size, and instructional organization.

Suggestion: Request architect to plan at least some buildings which include movable partitions and other appropriate means of adapting to changing conditions.

Plan to have few, and preferably no, load bearing interior partitions.

10. *Problem:* Planning buildings and facilities which will be adaptable to the use of television and yet-to-be discovered automated aids to teaching and learning.

Suggestions: Make generous provision for electric conduits to all parts of campus.

Consider providing double floors (with space between them for flexible use of cables) in selected facilities where automated teaching may be carried on.

11. *Problem:* Providing protection against termites.

Suggestion: In areas where this is a problem, give soil termite-prevention treatment prior to the construction of buildings.

12. *Problem:* Providing an electrolytic analysis of the campus soil.

Suggestion: Engage an engineer to make a thorough electrolytic analysis of the soil of the entire campus. Take whatever steps are recommended to prevent the corrosion of water pipes, sewers and conduits.

13. *Problem:* Purchasing equipment which is of high quality, as opposed to lower quality materials at apparently attractive prices.

Suggestion: Establish high-quality specifications for use in soliciting bids and hold to these specifications. Resist efforts to substitute inferior equipment under an "or equal" clause in specifications. Demand objective tests in applying "or equal" clause. Remember that a public institution has no obligation to purchase equipment available at the lowest cost. Quality must be paramount.

14. *Problem:* Having equipment available when needed.

Suggestion: Order equipment early. In placing orders and planning deliveries, try to avoid the period from May to September, since this is typically the busiest period for jobbers who supply college equipment.

Recognize that technical and specially designed equipment usually requires long-term periods for delivery.

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[1] Department of Architecture, Rice University, *10 Designs/Community Colleges.* Houston, Tex.: the University, 1962.

[2] Giles, Frederic T. "Guidelines for Providing Plant and Facilities for a New Junior Colleges," p. 54, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

[3] Morrison, D. G. "Planning Community Junior College Buildings." *Higher Education* 14: 57-59; December 1957.

[4] Skaggs, Kenneth G. "Providing Plant and Facilities at Clearwater Campus of St. Petersburg Junior College," pp. 61-87, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

Chapter 7 / COMMUNITY SERVICES AND RELATIONSHIPS

The junior college in its role as a community college should serve students of all ages and all occupations within the context of the student's community and occupation.

It should be a resource not only for classroom studies, but for the many services, cultural, occupational, and professional, which are possible in such a situation but are not yet realized fully by many colleges. These service functions in turn will give the college local financial support and make its maintenance more possible. The segregation of the town and the gown must be abolished.

—Baker Brownell
Emeritus Professor of Philosophy
Northwestern University

In a very real sense the term "community services" encompasses all of the programs offered by the junior college: education for transfer, general education, vocational education, and adult education. In this context the community function of the junior college is well demonstrated, for example, in the activities of citizens advisory committees working with faculty members in developing courses and programs reflecting the requirements, interests, and needs of the community in which the college is located.

In the present context, however, community services are defined as services a junior college performs for its community beyond regularly scheduled day and evening classes. These services include lectures and forums, concerts and other cultural events; seminars, institutes, and conferences; staff assistance on civic projects and community developments; sponsorship of community cultural and recreational programs; use of college staff and students as speakers and performers; the use of college facilities by community groups; special radio and television programs; and extensive public relations activities.

Planning a community services program may be based on several principles:

1. In a community college the campus is the length and breadth of the junior college district.

2. The community services program should be designed to bring the community to the college and take the program out into the community.

3. The educational program of the community college should not be limited to formalized classroom instruction.

4. The community college recognizes its responsibility as a catalyst in community development.

5. The community services program should be tailored to meet community needs and not needlessly duplicate existing services in the community.[1]

In starting a community junior college, it is essential to inform citizens of the community about the college and its programs and to enlist their active interest, support, and participation.[2]

DECISIONS

What are some of the critical decisions in the area of community services and relationships in starting a junior college?

1. *Should a community survey be made as an aid to planning community service activities?*

Yes: The findings of a survey will be helpful.

By participating in the survey, citizens of the community will be involved from the beginning in the program and services of the college.

No: Informal conferences and observations can provide adequate information for initial community service planning.

A survey takes time, energy, and funds which might better be spent on course and curriculum planning and development.

Recommendation: Make a community survey unless needed data are already available. The survey should not be so extensive that it interferes with other necessary establishment activities.

2. *Should the college employ a staff member whose primary responsibilities are for leadership in community services?*

Yes: The community service function is an essential part of the program of a junior college; and yet, because of pressure from formally scheduled activities, community services are likely to be neglected during the establishment period unless a staff member has central responsibility for them.

No: The community service program is a college-wide responsibility. It should, therefore, not be the centralized responsibility of a single staff member.

Recommendation: Assign responsibility for coordinating community service activities to a staff member—on a part-time basis, if necessary, particularly during the period of establishment. Organize a committee or other group to work with the coordinator to assure staff-wide participation in planning and program development.

3. *Should the college provide an active community services program during its first year of operation?*

Yes: Such service gives the college an immediate opportunity to contribute directly to serving community needs.

Community service activities are valuable in developing from the start an image of the college as a *community college.*

No: Time given to community service activities will be diverted from course and curriculum requirements.

Recommendation: Provide an active program of community services from the very beginning. In some cases, start the program even before classes open.

4. *Should the college hold and/or sponsor events at off-campus locations?*

Yes: This plan, in effect, brings the college to the community and the community to the college.

Citizens of communities outside the immediate environs of the college will feel that the college is truly "theirs." This attitude may lessen criticism among those who opposed the site selected for the college.

No: Decentralization of college programs and activities is costly and may become cumbersome.

Recommendation: Sponsor events in off-campus locations when it will add notably to the value of college services. Do not, however, use so many locations that the administration of off-campus activities becomes a major problem.

PROBLEMS

What are some of the important problems in the area of community services and relationships in starting a junior college?

1. *Problem:* Meeting possible problems of rivalry among communities within the junior college district.

Suggestions: Select campus site which is relatively equally accessible to each community within the district.

Encourage staff to live in various communities of the district.

Involve citizens of various communities within the district as members of advisory committees and other groups working on college plans and development.

Encourage staff members to distribute their memberships in service clubs and other organizations among competing communities.

2. *Problem:* Developing plans for administrative and staff membership in community organizations.

Suggestions: Identify organizations of the community in which college representation through membership is deemed important.

Request administrators and other interested staff members to indicate organizations, among those identified, they would like to join.

To the greatest extent possible, plan memberships to insure that the college staff is represented in all important organizations.

3. *Problem:* Achieving consistency in speeches and other public statements regarding college policy, program, and planning by board members, administrators, and other staff members.

Suggestion: Make certain that everyone likely to make public statements works closely together and is thoroughly informed regarding college plans and developments.

Construct turnover charts describing college plans and developments for use by speakers to achieve consistency in statements and public appearances.

4. *Problem:* Determining the special community services the college will offer.

Suggestions: Organize a community advisory committee to work with college officials in identifying types of special services needed and desired.

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[1] Harlacher, Ervin L. "California Community Renaissance." *Junior College Journal* 34: 14-18; April 1964.

[2] Prince, John F. "Guidelines for Developing Community Relations in a New Junior College," pp. 93-98; and Hamilton, Marshall W. "Developing Community Relations at North Florida Junior College," pp. 99-106, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California. 1964.

Chapter 8 / STEPS IN GETTING STARTED – A CHECK LIST

A taxonomy of steps in establishing colleges can be derived from classifying—under accepted areas of administration—activities performed and recommended at new colleges in the pursuit of institutional goals.

—Ellis M. Benson
Dean of Instruction
Cuyahoga Community College

The items listed in the pages which follow are adapted from a study of steps and time-sequence factors in starting junior colleges in California.[1] Even within a single state conditions among junior colleges differ, and, hence, procedures will also vary. Similarly, policies, problems, and procedures differ from state to state. Accordingly, the steps here reported must be regarded as a general guide only, not as directive prescriptions. The list may be used to make certain that every necessary step is identified and considered.

Some of the items have been considered in previous chapters. Most of them, however, are listed here for the first time. The items are *not* listed in a time-sequence order.[2]

CURRICULUM AND INSTRUCTION

Plan, develop, and prepare to offer
a program designed to achieve
the purposes of the college.

Steps in starting a junior college in the field of the curriculum and instruction include:

1. Determine the purpose of the college.

2. Decide whether to make a community survey.

3. Make community survey.

4. Assemble available data on community and its characteristics relevant to curriculum planning.

5. Decide whether to have a general citizens advisory committee for the college.

6. Decide whether to have a citizens advisory committee on curriculum, or perhaps a subcommittee of a general committee.

7. Establish and organize general citizens advisory committee.

8. Establish and organize citizens advisory committee or subcommittee on curriculum.

9. Decide whether to make a survey of the interests, needs, and goals of high school pupils.

10. Make survey of interests, needs, and goals of high school pupils.

11. Decide whether to make survey of interests and needs of citizens of community for adult education.

12. Make survey of interests and needs of citizens of community for adult education.

13. Use findings of community survey to help determine educational needs of the community—business, industry, agriculture, general service.

14. Use available data on community and its characteristics to help determine education needs of community.

15. Use findings of survey of high school pupils to determine educational needs of students.

16. Use findings of survey of citizens of the community to help determine educational needs of adults.

17. Report to general citizens advisory committee and/or advisory committee on curriculum, available data on community and findings of surveys of community, high school students, and adult citizens.

18. Consult with officials responsible for existing programs of adult education, *e.g.*, high schools, or extension division of a senior institution, as a basis for avoiding undesirable overlap of offerings.

19. Identify fields in which instruction is needed in community.

20. Prepare report of general citizens advisory committee.

21. Prepare report of citizens advisory committee or subcommittee on curriculum.

22. Have advisory committee recommend to president, and he to board of trustees, fields of instruction to be offered.

23. Have board of trustees determine fields of instruction to be offered.

24. Establish and organize citizens advisory committee in each of the technical-vocational fields of instruction to be offered.

25. Have advisory committee recommend to president, and he to board of trustees, courses to be offered in each technical-vocational field.

26. Identify courses required to meet needs of students who will transfer to senior institutions.

27. Check Education Code to determine legal requirements for graduation.

28. Determine the type of general education program to be offered, including approach to general education and specific offerings.

29. Decide upon requirements for graduation.

30. Develop suggested curricula for various major fields in addition to technical-vocational fields.

31. Determine which courses are needed for adults in evening programs, over and above those which are provided in regular day program.

32. Formulate proposed list of courses to be offered.

33. Write a brief catalog-type description or outline of each proposed course.

34. Secure rulings from neighboring senior institutions on courses acceptable for transfer.

35. Study curriculum standards of regional accrediting agency.

36. Secure approval of courses from board of trustees.

37. Secure approval of courses from state board of education.

38. Decide whether to offer courses for freshmen only or for both freshmen and sophomores during first year of classes.

39. Make estimates of original enrollment at college, including estimates for varied fields in curriculum.

40. Determine courses to be offered during opening year of classes.

41. Establish policy regarding class size.

42. Estimate number of sections required for each course offered.

43. Make long-term enrollment projections.

44. Establish faculty curriculum committee with representative administrative and other staff members, including the librarian.

45. Determine lines of relationship and procedures in making changes in curriculum.

46. Make plans and establish procedures for curriculum evaluation.

47. Determine relationship of library and libarian to curriculum and instruction.

48. Secure from instructors lists of books recommended for purchase by library.

49. Secure from other sources lists of books for purchase by the library, *e.g.*, published lists of recommended books and surveys of holdings of other junior colleges.

50. Determine if library is also to be center for audio-visual learning materials.

51. Provide library service for both day and evening program.

52. Organize channels for articulation of curriculum with high schools.

53. Organize channels for articulation of curriculum with senior institutions.

54. Establish plans for evaluating instruction.

55. Establish plans for improving instruction.

56. Determine length of college day and/or evening.
    Note: Some colleges, during their opening years, hold classes on high school campuses and, therefore, hold classes only in evenings and perhaps late afternoons.

57. Articulate adult evening and day programs of college.

58. Determine length of college year.

59. Plan and develop catalog.

60. Publish catalog.

61. Publish schedule of classes for day and/or evening program.

62. Open college for instruction.

63. Plan curriculum for second year.

64. Make survey to determine whether summer session is needed.

65. Decide whether to hold summer session.

66. Determine method of selecting instructors for summer session.

67. Announce summer session.

68. Publish summer session catalog.

69. Begin necessary preparation for requesting accreditation by regional accrediting agency.

70. Request regional accrediting agency to visit college during the opening year of classes to make recommendations regarding further preparation for accreditation.

71. End first year of classes.

STUDENT PERSONNEL SERVICES

Enroll, counsel, and organize students and provide selected out-of-class services for them.

Steps in starting a junior college in the field of student personnel include:

1. Check legal provisions, if any, regarding admission to junior college.

2. Determine admission qualifications.

3. Determine probation and retention standards.

4. Prepare bulletins and announcements about the college and its programs.

5. Circulate these bulletins and announcements to high school pupils and others throughout the community.

6. Visit high schools to explain the junior college and its program to students.

7. Survey college plans of high school pupils within the district.

8. Plan for out-of-class student activities.

9. Plan for student government organization.

10. Provide out-of-class student activities.

11. Provide a form of student government organization possibly provisional at first.

12. Decide whether to participate in intercollegiate athletics during the first year of classes.

13. Plan and conduct an orientation program for students.

14. Establish a plan for registering students.

15. Decide whether to use data processing equipment in registration and, if so, what type.

16. Develop a plan of forms and records for student personnel services, adapted to requirements of data processing equipment, if it is used.

17. Develop a method of keeping class attendance records in accordance with legal requirements.

18. Plan counseling program.

19. Provide group and individual counseling.

20. Establish policies on counseling load and assignments, including the use of full-time counselors or teacher-counselors.

21. Develop and establish a testing program.

22. Provide books, pamphlets, and other printed materials in counseling center, describing opportunities for extended education and employment.

23. Decide whether to provide a special psychological and psychiatric service.

24. Develop and establish a parking plan for student vehicles.

25. Plan and provide eating facilities for students.

26. Register students.

27. Provide counseling and other student personnel services for evening program.

28. Plan and establish a program of student loans and scholarships.

29. Develop a calendar of out-of-class activities.

30. Prepare and publish a student handbook.

31. Establish a plan for administering the finances of student government and other student organizations.

32. Initiate an in-service education program for counselors.

33. Develop plans for counselors to visit senior institutions for interviews with former students.

34. Develop plans for counselor visits to employers of former students for conferences with supervisory personnel and with former students.

35. Establish and carry out plans for continuing studies of student characteristics.

36. Establish and carry out plans for continuing follow-up studies.

37. Establish policies and a plan for placement services, including placement of students in part-time employment while in college, and in full-time positions when they leave.

38. Establish bookstore.

39. Determine extent and nature of medical services to be offered by college and provide them.

40. Decide whether to provide transportation services to and from the college.

STAFF PERSONNEL

Employ and organize a staff to administer and teach the program of the college.

Steps in starting a junior college in the field of staff personnel include:

1. Establish lines of administrative relationship between the president of the college and the board of trustees or other legally constituted agency to which he is responsible.

2. Establish lines of administrative relationship between the president of the college and the city or county superintendent of schools to whom the president is responsible.

3. Employ secretary for president.

4. Determine areas of administrative responsibility for which staff provision must be made.

5. Determine specific positions necessary to carry out essential administrative responsibilities.

6. Determine when to appoint a librarian.

7. Determine whether to appoint a dean of instruction and when.

8. Determine whether to appoint a dean of student personnel and when.

9. Determine whether to appoint a business manager and when.

10. Determine whether to appoint a dean of evening division and when.

11. Determine whether to appoint a director of institutional research (full-time or part-time) and when.

12. Determine whether to appoint other administrators (to positions not identified here) and when.

13. Determine whether to have a department, division, or other type of faculty curriculum organization.

14. Determine whether to appoint department or division chairman and when.

15. Determine and state qualifications of each position.

16. Make a job analysis for each position.

17. Determine salary for each position.

18. Determine line and staff relationships of staff members.

19. Develop staff organization chart.

20. Employ administrators.

21. Establish policy on faculty participation in guidance and counseling.

22. Establish policy regarding teaching load.

23. Determine number of instructors to be employed in each curriculum field.

24. Determine and state qualifications for each teaching position.

25. Determine background desired in instructors (for example, college and/or high school experience) and, if varied, the proportion to be sought with each background.

26. Decide whether to appoint to faculty any teachers from local high schools and if so, any ceiling on number.

27. Identify instructor recruitment sources.

28. Give recruitment sources information on staff needs.

29. Give wide publicity to staff needs.

30. Develop application forms for instructors.

31. Employ instructors.

32. Determine areas of secretarial-clerical responsibility to be staffed.

33. Determine specific positions necessary to carry out essential clerical responsibilities.

34. Employ secretarial-clerical personnel.

35. Determine areas of maintenance and related areas of responsibility requiring staff.

36. Determine specific positions necessary to carry out essential maintenance and related responsibilities.

37. Employ personnel for maintenance and related responsibilities.

38. Plan and conduct precollege faculty planning conference.

39. Develop plan for supervising instruction, including the evaluation of instructors.

40. Establish staff personnel record system.

41. Assign office space to instructors.

42. Provide staff lounge.

43. Provide staff cafeteria or lunch room.

44. Devise system for issuing keys to staff.

45. Decide purposes and format of faculty meetings.

46. Develop policies for attendance at professional conferences and meetings.

47. Develop policies and procedures for staff participation in program planning.

48. Establish necessary faculty committees, standing and *ad hoc*.

49. Determine method for faculty committee assignments—by appointment or election.

50. Assign faculty sponsorship of out-of-class student activities.

51. Determine fringe benefits to be provided staff members.

52. Determine criteria and procedures for placing faculty members on tenure.

53. Develop plans for faculty handbook.

54. Publish faculty handbook.

55. Determine policy and plan for communication between administration and staff and between staff and citizens of community.

56. Establish a faculty speakers bureau.

57. Plan and provide program of in-service education for faculty.

58. Evaluate services of all staff members, including administrators, instructors, counselors, librarians, secretaries.

59. Plan and provide for meeting staff needs in second year.

FINANCE

Secure and administer the funds to pay the costs of the college: both capital outlay and costs of operation.

Steps in starting a junior college in the field of finance include:

1. Determine sources of, secure, and use the funds that are available during the time between the appointment of the president and the receipt of tax or other funds for the college operation.
2. Project both the immediate and long-term enrollment of the college.
3. Project assessed valuation of district.
4. Establish salary schedule for professional and nonprofessional personnel.
5. Project number of instructors required and cost of salaries.
6. Project number of administrators required and cost of salaries.
7. Project number of professional personnel required and cost of salaries.
8. Project cost of buildings and equipment required for college.
9. Project cost of operating and maintaining buildings.
10. Project cost of instructional supplies.
11. Project extent and cost of out-of-class student activities, including athletics.
12. Determine tuition to be charged, if any.
13. Project income from student tuition.
14. Prepare college budget.
15. Determine tax rate to be levied or funds to be requested from supervising body, if junior college is not authorized to levy taxes.
16. Decide whether to finance building program by tax override, bond issue, gifts, and/or other means.
17. Determine amount of funds to be sought through bond issue or tax override.
18. Determine and follow legal requirements regarding bond issue or tax override election.
19. Enlist campaign support of press, radio, television, and other news media.
20. Organize citizens bond or tax election committees to conduct campaign.
21. Involve as many community groups as possible in campaign.
22. Provide posters, bumper strips, and other publicity materials.
23. Enlist support of community groups to get out the vote.

24. Vote on bond issue or tax override.

25. Evaluate campaign results.

26. Establish accounting procedures in accordance with legal requirements.

27. Develop policy, rules, and regulations for making requisitions and purchases.

28. Develop necessary financial forms, including warrants, requisitions, etc.

29. Establish accounting system for bookstore and food service.

30. Establish accounting system for student body funds.

31. Receive funds from taxes and/or other sources.

32. Plan and purchase fire insurance.

33. Decide on and purchase fidelity bonds.

34. Decide on and purchase public liability insurance.

35. Decide on and purchase burglary, robbery, and theft insurance.

36. Decide on and purchase boiler insurance.

37. Decide on and purchase automobile insurance.

38. Decide on and purchase student accident insurance.

39. Decide on and purchase glass breakage insurance.

40. Decide on and purchase forgery insurance.

41. Decide on student health insurance and make it available to students during registration.

42. Prepare budget for second year of classes.

PLANT AND FACILITIES

Provide plant and other facilities in which and with which to offer the program.

Steps in starting a junior college in the field of plant and facilities include:

1. Provide temporary quarters for staff and students if instruction begins before construction of permanent plant.

2. Rent or lease facilities for equipment storage.

3. Study the qualifications of available architects.

4. Select and appoint an architect.

5. Develop a time schedule or other device for planning plant construction.

6. Visit junior college campuses with board of trustees and available staff members.

7. Review extent and nature of educational program with attention to individualization of instruction, team teaching, visual aids, occupational offerings.

8. Specify types of buildings and facilities required by the nature of the educational program.

9. Determine space requirements of buildings using enrollment projections.

10. Develop educational specifications for each required facility.

11. Submit educational specifications to other junior colleges and authorities for checking.

12. Estimate construction costs of buildings.

13. Estimate architectural, engineering, and legal costs of buildings.

14. Estimate contingent costs of buildings.

15. Specify site criteria.

16. Estimate cost of site.

17. Determine size and general location of site.

18. Invite appropriate bodies and agencies, such as county planning commission and county flood control, to advise on sites.

19. Select site.

20. Initiate legal action for site acquisition, if necessary.

21. Purchase site.

22. Analyze electrolysis of campus soil.

23. Have architect and staff prepare schematic drawings.

24. Have architects prepare preliminary drawings on basis of educational specifications.

25. Have architect submit drawings to college staff for criticisms, corrections, and revisions.

26. Have architect prepare working drawings.

27. Present plans and specifications to board of trustees.

28. Have board of trustees approve or reject plans.

29. Have state division of architecture and/or other legally designated agencies approve plans and specifications.

30. Prepare bid forms and contracts.

31. Determine whether to select more than one contractor.

32. Call for bids.

33. Check quality of bidders.

34. Open bids.

35. Have architect advise administration regarding acceptance or rejection of bids of various contractors.

36. Award contract.

37. Prepare construction contracts and performance bonds with assistance of legal counsel and architect.

38. Begin construction.

39. Have architect direct the work of the contractors and generally supervise their work.

40. Have architect check shop drawings submitted by contractors to insure that materials supplied conform to specifications.

41. Select inspection team with advice of architect; make inspections.

42. Employ engineering firm to test materials and advise on conformity to legal requirements.

43. Have architect advise on necessary or desirable deviations from original drawings and specifications and make change orders.

44. Have architect and administrators check progress of work periodically and recommend that building be accepted and final payment made.

45. Have architect deliver drawings, specifications, guarantees, and instructions for use and care of equipment to the president.

46. Complete construction.

47. List spaces to be equipped.

48. Determine equipment required on basis of original educational specifications.

49. Consolidate similar items of equipment in one bid list.

50. Have companies submit samples of equipment.

51. Advertise for bids for equipment.

52. Purchase equipment.

53. Install moveable equipment.

54. Open buildings for use.

55. Hold dedication exercises.

56. Provide for maintenance.

57. Check weaknesses or errors in planning.

58. Provide central office control record to schedule cyclical repairs.

COMMUNITY SERVICES AND RELATIONSHIPS

Inform citizens of the community about the college and its program and elicit their interest, support, and participation.

Steps in starting a junior college in the field of community services and relationships include:

1. Identify the publics to reach.
2. Establish a public relations program.

3. Have administrative staff address community groups concerning the college.
4. Appoint public relations committee of staff members.
5. Prepare public relations budget.
6. Decide whether to appoint a community relations director.
7. Designate a staff member to serve as information coordinator in event a director is not appointed.
8. Decide whether to organize a community relations citizens advisory council.
9. Organize channels of communication with the publics identified.
10. Encourage use of college facilities by community groups.
11. Include consultant services, speakers bureau, etc.
12. Invite public to student productions and activities.
13. Provide a lecture-concert series for the community.
14. Provide art and other exhibits.
15. Involve junior college staff personnel in community activities.
16. Make personnel available for community projects.
17. Encourage use of community resources in teaching.
18. Encourage college personnel to participate in community organizations.
19. Decide whether to form a patrons' club of parents and friends of the college.
20. Identify individual leaders in the community who are interested in the college.
21. Schedule an organizational meeting for the patrons club.
22. Provide continuity in the patrons club from year to year.
23. Name a staff member to sponsor and coordinate patrons club.
24. Hold organizational meeting of patrons club.
25. Decide whether to develop an organization of sports fans with direct interest in the college's athletic events.
26. Schedule regular meetings of sports fans organization.
27. Make functions of sports fans organization clear to the extent that it does not engage in student recruitment.

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[1] Benson, Ellis M. *A Time Sequence Analysis of Critical Steps in the Establishment of California Public Junior Colleges.* Unpublished Doctor of Education dissertation. Los Angeles: University of California, 1963.

[2] For a discussion of time sequence factors in getting started, see Benson, *op. cit.*, pp. 197-327; and Benson, Ellis M. "Steps and Time-Sequence Factors in Starting Colleges," pp. 29-34, in *Establishing Junior Colleges.* Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

APPENDIX A: SELECTED GENERAL REFERENCES ON THE COMMUNITY JUNIOR COLLEGE

Books

Brick, Michael J. *The American Association of Junior Colleges: Forum and Focus for the Junior College Movement.* New York: Columbia University Press, 1964.

Fields, Ralph R. *The Community College Movement.* New York: McGraw-Hill Book Co., 1962.

Gleazer, Edmund J., Jr., editor. *American Junior Collges.* Sixth edition. Washington, D.C.: American Council on Education, 1963.

Johnson, B. Lamar. *General Education in Action.* Washington, D.C.: American Council on Education, 1952.

McConnell, T. R. *A General Pattern for American Public Higher Education.* New York: McGraw-Hill Book Co., 1962.

Medsker, Leland L. *The Junior College: Progress and Prospect.* New York: McGraw-Hill Book Co., 1960.

National Society for the Study of Education. *The Public Junior College.* Fifty-fifth Yearbook, Part I. Chicago: University of Chicago Press, 1956.

Thornton, James W., Jr. *General Education, Establishing the Program.* Washington, D. C.: Association for Higher Education, National Education Association, 1958.

———. *The Community Junior College.* New York: John Wiley and Sons, 1960.

Other Publications

American Association of Junior Colleges. *Junior Colleges: An Introduction.* Washington, D.C.: American Council on Education, 1963.

American Association of Junior Colleges, Commission on Legislation. *Principles of Legislative Action for Community Junior Colleges.* Washington, D.C.: the Association, 1962.

Brumbaugh, A. J. *Guidelines for the Establishment of Community Junior College.* Atlanta: Southern Regional Education Board, 1963.

Gleazer, Edmund J., Jr. *A New Social Invention: The Community College, What It Is.* Washington, D.C.: American Association of Junior Colleges, 1962.

Medsker, Leland L. *The Junior College: A Powerful Motivating Force for Educational Advancement.* Washington, D.C.: American Association of Junior Colleges, 1961.

Morrison, D. G., and Martorana, S. V. *Criteria for the Establishment of 2-Year Colleges.* U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1961, No. 2. Washington, D.C.: Government Printing Office, 1960.

National Education Association of the United States and American Association of School Administrators, Educational Policies Commission. *Universal Opportunity for Education Beyond the High School.* Washington, D.C.: The Commission, 1964.

The Prudential Insurance Company of America. *Facing Facts About the Two-Year College.* Newark, N.J.: the Company, 1963.

APPENDIX B: SELECTED MATERIALS AND RESOURCES IN PLANNING A NEW COMMUNITY JUNIOR COLLEGE

General Publications and Other Materials

1. Catalogs of other junior colleges.
2. Codes and regulations for junior colleges issued by state departments of education.
3. Charter and/or regulations of county board of supervisors or other agency sponsoring the junior college.
4. Agenda and minutes of board of trustees meetings, particularly from newly established junior colleges.
5. Report of community survey conducted prior to decision to establish the college.
6. Scrapbook which chronicles the establishment of other junior colleges.
7. Administrative documents and reports collected at universities offering programs for the preparation of junior college administrators.
8. Institutional research reports from other junior colleges.
9. Graduate seminar papers from universities which have preparation programs for junior college administrators.
10. Statements of accreditation standards and procedures from regional accrediting agency.
11. Applications for accreditation and/or self-studies made by other junior colleges prior to accreditation.
12. President's reports from other junior colleges.
13. Analysis of recommendations of accreditation teams which have visited junior colleges. (See Johnson, B. Lamar. "Accreditation Teams Look at California Junior Colleges." *Junior College Journal* 29: 63-73 156-163; October and November 1958.)
14. California State Department of Education. *Proceedings of the Workshop on Establishing Junior Colleges.* Sacramento: the Department, 1961.
15. Kintzer, Frederick C. *Presidents' Report in American Junior Colleges.* Occasional Report No. 4, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1963.
16. Menefee, Audrey G. "The Community Survey: First Steps for A New College." *Junior College Journal* 28: 259-61; January 1958.
17. Rawlinson, Howard E. "Preliminary Planning for a New Junior College." *Junior College Journal* 29: 186-90; December 1958.
18. UCLA Junior College Leadership Program. *Establishing Junior Colleges.* A Report of a National Conference held July 10-12, 1963. Occasional Report No. 5, UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

Curriculum and Instruction

1. Studies of employment trends and projections issued by state agencies.
2. Curriculum outlines from other junior colleges.
3. Class schedules from other junior colleges.
4. Course outlines and/or syllabi from other junior colleges.
5. Course outlines and/or syllabi of freshman and sophomore courses in senior institutions of state.
6. Manuals reporting organization and use of lay advisory committees at other junior colleges.
7. Council, M. S. "Suggestions for Establishing a Small Junior College Library." *Junior College Journal* 29: 146-49; November 1958.
8. Harris, Norman C. *Technical Education in the Junior College*. Washington, D.C.: American Association of Junior Colleges, 1964.
9. Johnson, B. Lamar. *Islands of Innovation*. Occasional Report No. 6, UCLA Junior College Leadership Program. Los Angeles: University of California, 1964.
10. Johnson, B. Lamar. *Vitalizing a College Library*. Chicago: American Library Association, 1939.
11. Johnson, B. Lamar; Lindstrom, Eloise; and Others. *The Librarian and the Teacher in General Education*. Chicago: American Library Association, 1948.
12. "Guidelines for Establishing Junior College Libraries." *College and Research Libraries* 24: 501-505; November 1963. Reprints may be purchased from American Library Association, 50 East Huron Street, Chicago 11, Illinois.
13. Association of College and Research Libraries. *Books for College Libraries*. Vol. I, No. 1. Chicago: the Association, March 1964. Copies available from Subscription Department, American Library Association, 50 East Huron Street, Chicago 11, Illinois. (A critically annotated list of recently published books in the English language.)
14. Shores, Louis, and Reed, Sarah, general editors. *Basic Materials for Florida Junior College Libraries*. Tallahassee, Fla.: State Department of Education, 1960. (Includes listing of books in fields of science, history, English language and literature, philosophy, religion, art, music. Also includes reference books and magazines.)

Staff Personnel

1. Statement of responsibilities of president and board of trustees prepared by president of another new junior college before he accepted or assumed his position.
2. Board of trustees policy manuals of other junior colleges.
3. Faculty handbooks of other junior colleges.
4. Administrative organizational charts of other junior colleges.

5. Staff job descriptions of other junior colleges.
6. Forms for staff personnel files of other junior colleges.
7. Staff evaluation forms of other junior colleges.
8. Kintzer, Frederick C. *Board Policy Manuals in California Junior Colleges*. Occasional Report No. 2, UCLA Junior College Leadership Program. Los Angeles: University of California, 1962.
9. Kintzer, Frederick C. *Faculty Handbooks in California Public Junior Colleges*. Occasional Report No. 1, UCLA Junior College Leadership Program. Los Angeles: University of California, 1961.
10. Siehr, Hugo E.; Jamrich, John X.; and Hereford, Karl T. *Problems of New Faculty Members in Community Colleges*. East Lansing, Mich.: Michigan State University in cooperation with the American Association of Junior Colleges, 1963.

Student Personnel Services

1. Data on ratio of high school enrollments to junior college enrollments in other junior college districts.
2. Counselors and/or advisers handbooks of other junior colleges.
3. Student handbooks of other junior colleges.
4. Registration forms of other junior colleges.
5. Attendance reporting forms of other junior colleges.
6. Permanent record forms of other junior colleges.
7. Forms used in conducting and making reports of follow-up studies at other junior colleges.
8. Hardee, Melvene Draheim. "Counseling and Advising in the New Junior College." *Junior College Journal* 31: 370-77; March 1961.
9. McDaniel, J. W. *Essential Student Personnel Practices for Junior Colleges*. Washington, D.C.: American Association of Junior Colleges, 1962.
10. Mohs, Milton H. *Service through Placement in the Junior College*. Washington, D.C.: American Association of Junior Colleges, 1962.

Finance

1. Budgets of other junior colleges.
2. Directions and/or suggestions for preparing budgets from state departments of education.
3. Salary schedules of other junior colleges.
4. Reports of bond campaigns from other junior colleges including description of campaign organization, forms used, newspaper clippings.
5. Copies of current federal legislation relating to funds available for junior colleges.

6. Morrison, D. G., and Martorana, S. V. *State Support Patterns for 2-Year Colleges in the United States.* U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1962, No. 14. Washington, D.C.: Government Printing Office, 1962.

Plant and Facilities

1. Regulations and/or suggestions for building a junior college plant from state department of education.
2. Schedule of room use in other junior colleges.
3. Educational specifications for recently planned junior college plants.
4. Blueprints of recently constructed junior college plants.
5. Publications of Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York 22, New York.
6. Publications and reports of Community College Planning Center, Stanford University, Stanford, California.
7. Bibliography on junior college facilities planning and other data available from the Division of Higher Education, U.S. Office of Education, Washington, D.C.
8. Blocker, Clyde E. "The Role of the Administrator in Community College Plant Planning." *Junior College Journal* 31: 326-30; February 1961.
9. Bokelman, W. Robert, and Rork, John B. *College and University Facilities Survey.* U.S. Department of Health, Education, and Welfare, Office of Education, Circular No. 603. Part II: "Planning for College and University Physical Plant Expansion, 1957-70." Washington, D.C.: Government Printing Office, 1960.
10. Educational Facilities Laboratories, Inc. *To Build or Not To Build.* A Report on the Utilization and Planning of Instructional Facilities in Small Colleges. New York: the Laboratories, 1962.
11. Florida State Department of Education, Division of Community Junior Colleges. *Suggestions for Determining Physical Plant Needs and Preparing for a Plant Survey for Florida Public Junior Colleges* (tentative). Tallahassee: the Department, February 1963. (Mimeo.)
12. Morrison, D. G. "Planning Community Junior College Buildings." *Higher Education* 14: 57-59; December 1957.
13. National Education Association and American Association of School Administrators. *Planning America's School Buildings.* Report of the AASA School-Building Commission. Washington, D.C.: the Association, 1960.
14. School of Education, Stanford University. *New Dimensions in Junior* College Planning. Edited by R. Dudley Boyce and Others. A School Planning Laboratory Publication. Stanford, Calif.: the University, December 1958.
15. Minnesota Department of Education. *Guide for Educational Planning of Public School Buildings and Sites in Minnesota.* Code V-A-2 (Revised) Research Project No. 10. St. Paul: the Department, October 1957.

Community Services and Relationships

1. Announcements of conferences, forums, concerts, etc., from other junior colleges.
2. Reports of community service programs and activities from other junior colleges.
3. Harlacher, Ervin L. "A Study of the Administration of Community Service Programs in California Junior College Districts." Community Services Study Report No. 1. Norwalk, Calif.: Cerritos College, 1963. (Multilithed.)

APPENDIX C: FORM USED IN SURVEY OF PLANS OF HIGH SCHOOL STUDENTS, CERRITOS JUNIOR COLLEGE DISTRICT, CALIFORNIA

HIGH SCHOOL..

CERRITOS JUNIOR COLLEGE
SURVEY OF STUDENT PLANS

SECTION I

This section will afford information on the kinds of work by which people earn their living in Eastern Los Angeles County, as well as on the permanence and stability of our population.

1. Your name .... Male........Female........
   Year in school............
2. Did your father attend a junior college? Yes.....................No....................
   Graduate? Yes............No............
   A four-year college? Yes..........No..........Graduate? Yes..............No..........
3. Did your mother attend a junior college? Yes.....................No....................
   Graduate? Yes............No............
   A four-year college? Yes..........No..........Graduate? Yes..............No..........
4. What is your father's occupation?..
   Mother's? ....
5. In what business or industry is your father's occupation? ....
   ....
   Your mother's? ....
6. Where does your father work?...
   City
   Mother? ....
   City
7. How long have you lived in your present high school district?
   Less than 1 year...... 1 or 2 years...... 3 or 4 years...... 5 years or more......

SECTION II

This section gives information about your own plans for future schooling. Added to those of all other students, it will help the college to determine what courses and buildings for which to plan.

1. Indicate the area in which you have taken the majority of your elective courses. College preparatory................General................

2. If you have checked "General," in which special area have most of your courses been ? (Be specific, for example, Auto Mechanics, Bookkeeping, Radio, Secretarial)

....

3. Have you chosen an occupation which you would like to follow?
Yes........No........ If yes, please specify the occupation............................

....

4. Do you intend to continue your education after high school? Yes....No....

5. If yes, what kind of school will you next attend? (Underline)
Private business college
Private trade school
Junior college only
Junior college, then four-year college
Four-year college only
Armed Forces
Other...

6. (Students attending Artesia, Bellflower, and Excelsior high school omit this question)
   a. *For seniors only:* If Cerritos Junior College were able to enroll students next September, would you plan to attend? Yes..........No..........
   b. *For juniors only:* Cerritos Junior College will be available to you in September 1957. Do you plan to attend? Yes............No............

SECTION III

Purpose of this section is to gain an estimate of the mature interests and training needs of high school graduates in Eastern Los Angeles County. *Read both questions and answer one of them.* If your future occupation is not listed, write it in.

ART
Actor
Announcer
Commercial Art
Ceramics
Fashion Illustrator
Photographer
Model

AGRICULTURE
Farmer
Nurseryman
Dairyman
Citrus Grower
Beef Producer
Poultry and Rabbits
Feed Mill Operator
Farm Foreman
Floriculture

PROFESSIONAL ASSISTANTS
Architectual Draftsman
Engineer's Assistant
Dentist's Assistant
Laboratory Worker
Petroleum Technician
X-Ray Technician
Engineering Draftsman

SERVICES
Beauty Operator
Home Maker
Recreation Leader
Tailor
Baker Cook
Dietitian
Physiotherapist
Vocational Nurse
Service Station Operator
Receptionist
Hotel or Restaurant

MECHANICAL

Automotive Mechanic
Aviation Mechanic
Aviation Pilot
Ship and Boat Building
Electrician
Radio and TV Technician
Electronics Technician

CONSTRUCTION

Boat Builder
Carpenter
Building Inspector
Contractor
Plumber
Electrician
Painter
Bricklayer

INDUSTRY

Skilled Craftsman (Machines, welder, etc.)
Plastic Manufacturer
Commercial Fisherman
Air Conditioning
Refrigerator Technician
Aircraft Fuselage

BUSINESS

Accountant
Calculating Machine Operator
Clerical Worker
General Business Worker
Manager of a Business
Merchandising (Buy & Sell)
Publisher
Reporter
Salesman and Manager
Secretary
Broker
Insurance
Real Estate

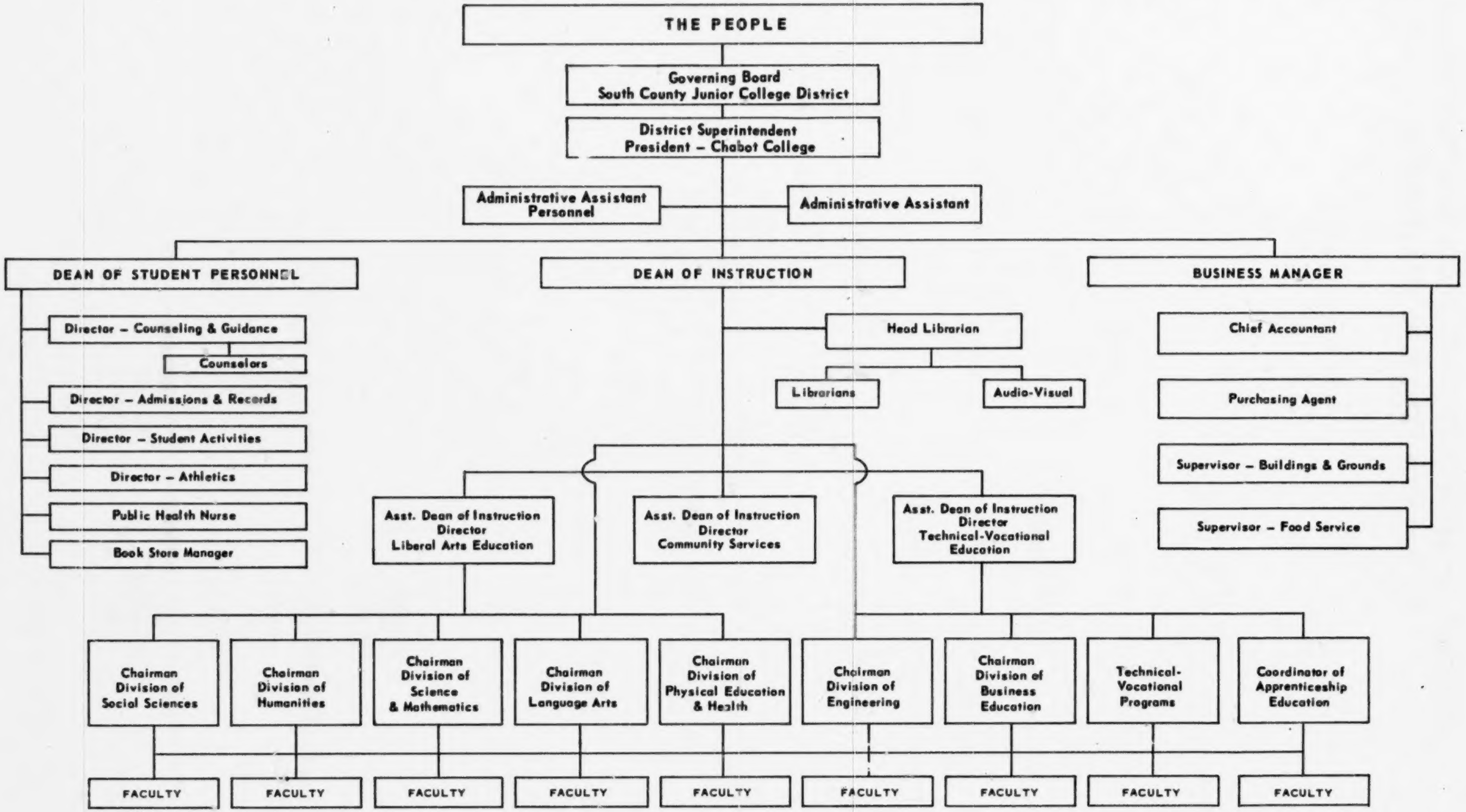
1. Of the following list of possible occupations (requiring two years' training or less), underline any in which you would like to enroll and think you could succeed. If you are not going to college but plan to go to work or join the service, underline the occupations which you hope to follow. You may underline more than one or none at all.
2. The following occupations are of the type which require two years at junior college, followed by an additional two years at a four-year institution. Underline those in which you would like to enroll and in which you think you would succeed. If you are not going to college but plan to go to work or join the service, underline the occupations which you hope to follow. You may underline more than one or none at all.

None
Agriculture
Art
Business Administration
Chemistry
Dentistry
Engineering
Forestry
General Course
Government Service
Home Economics
Journalism

Law
Library Training
Medicine
Minister
Music
Nursing (Registered)
Optometry
Pharmacy
Public Health
Social Welfare
Teaching
Other ....

Thank you for your cooperation in this study. We expect that Cerritos Junior College will be able to serve your needs better as a result of this study of your, the students', plans.

APPENDIX D: ADMINISTRATIVE ORGANIZATION CHART, CHABOT JUNIOR COLLEGE DISTRICT, CALIFORNIA


THE PEOPLE
Governing Board South County Junior College District
District Superintendent President – Chabot College
Administrative Assistant Personnel
Administrative Assistant
DEAN OF STUDENT PERSONNEL
DEAN OF INSTRUCTION
BUSINESS MANAGER
Director – Counseling & Guidance
Counselors
Director – Admissions & Records
Director – Student Activities
Director – Athletics
Public Health Nurse
Book Store Manager
Head Librarian
Librarians
Audio-Visual
Chief Accountant
Purchasing Agent
Supervisor – Buildings & Grounds
Supervisor – Food Service
Asst. Dean of Instruction Director Liberal Arts Education
Asst. Dean of Instruction Director Community Services
Asst. Dean of Instruction Director Technical-Vocational Education
Chairman Division of Social Sciences
Chairman Division of Humanities
Chairman Division of Science & Mathematics
Chairman Division of Language Arts
Chairman Division of Physical Education & Health
Chairman Division of Engineering
Chairman Division of Business Education
Technical-Vocational Programs
Coordinator of Apprenticeship Education
FACULTY
FACULTY
FACULTY
FACULTY
FACULTY
FACULTY
FACULTY
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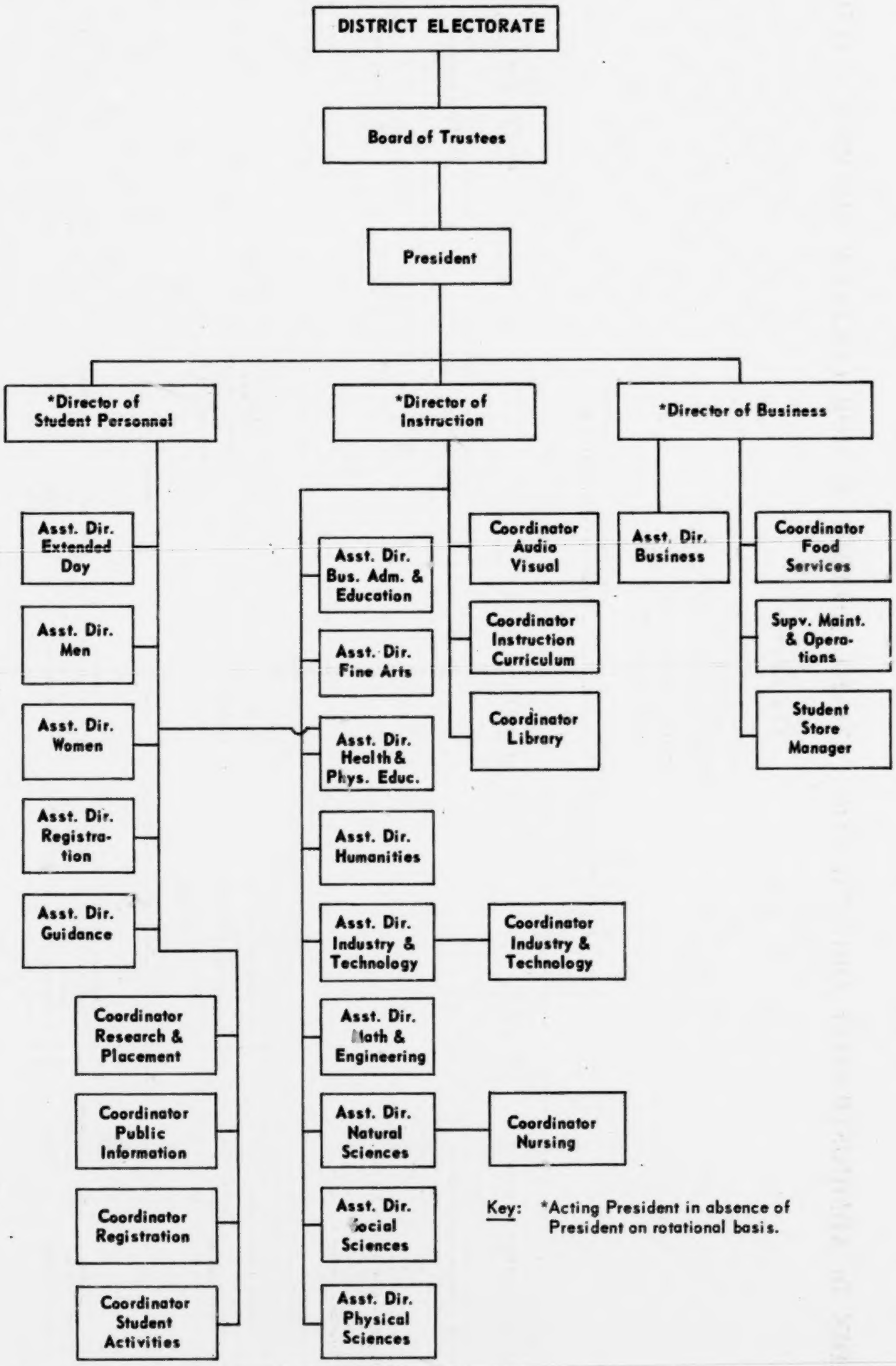
APPENDIX E: ADMINISTRATIVE ORGANIZATION CHART, EL CAMINO COLLEGE, CALIFORNIA

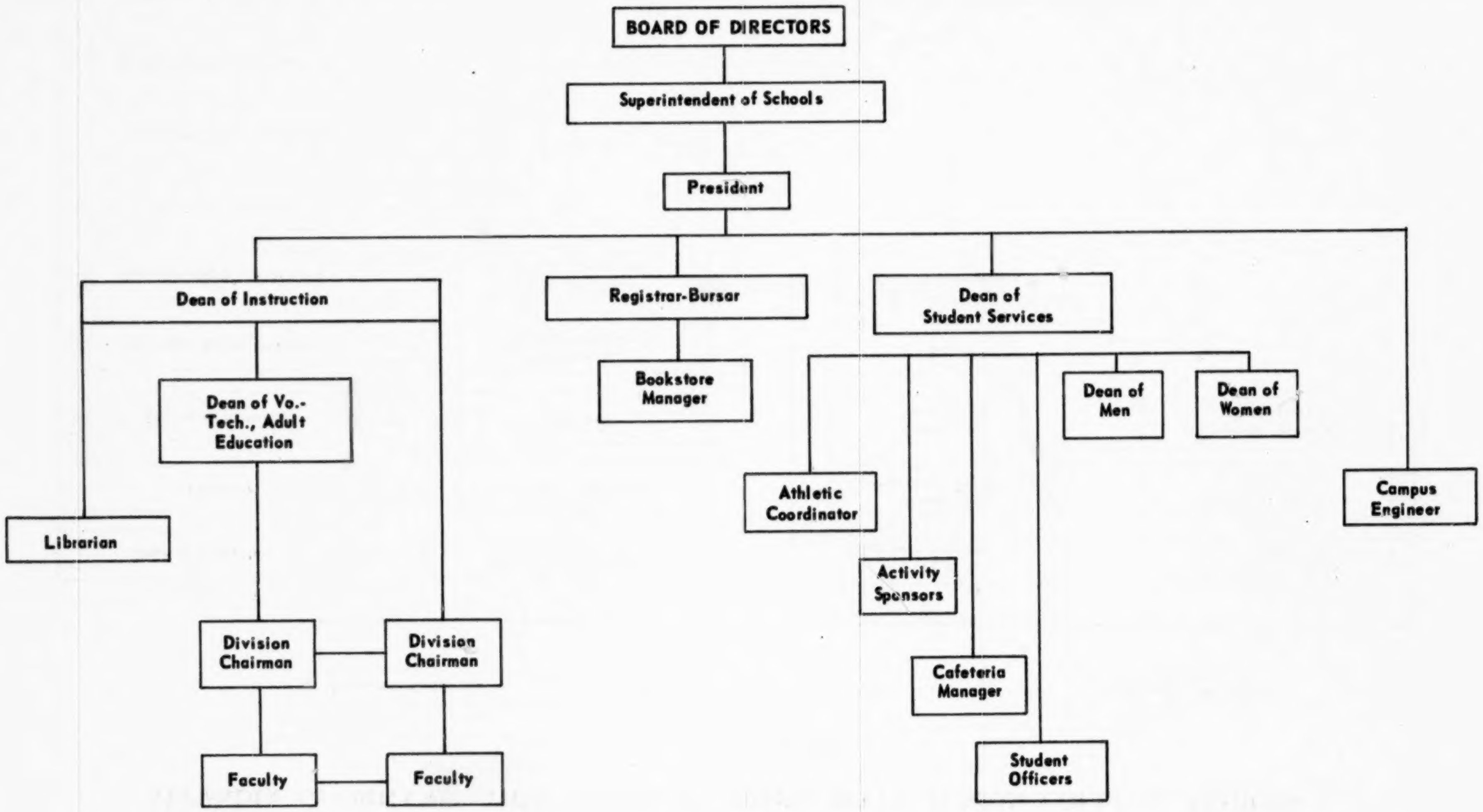
Organizational Chart (Administration and Supervision)


DISTRICT ELECTORATE
Board of Trustees
President
*Director of Student Personnel
*Director of Instruction
*Director of Business
Asst. Dir. Extended Day
Asst. Dir. Men
Asst. Dir. Women
Asst. Dir. Registration
Asst. Dir. Guidance
Coordinator Research & Placement
Coordinator Public Information
Coordinator Registration
Coordinator Student Activities
Asst. Dir. Bus. Adm. & Education
Asst. Dir. Fine Arts
Asst. Dir. Health & Phys. Educ.
Asst. Dir. Humanities
Asst. Dir. Industry & Technology
Asst. Dir. Math & Engineering
Asst. Dir. Natural Sciences
Asst. Dir. Social Sciences
Asst. Dir. Physical Sciences
Coordinator Audio Visual
Coordinator Instruction Curriculum
Coordinator Library
Coordinator Industry & Technology
Coordinator Nursing
Asst. Dir. Business
Coordinator Food Services
Supv. Maint. & Operations
Student Store Manager

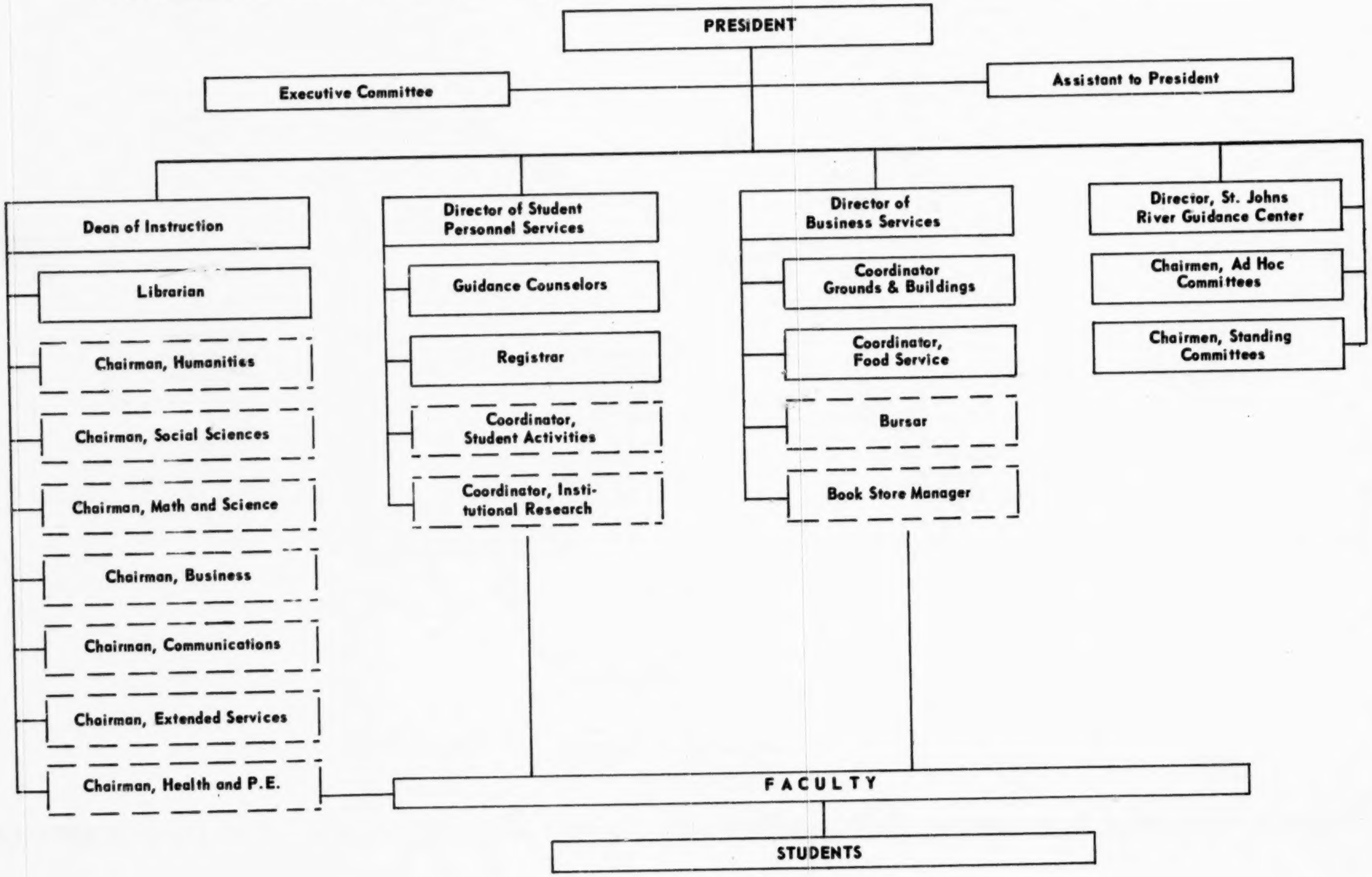
Key: *Acting President in absence of President on rotational basis.

Policy
Adopted: 10/14/63

APPENDIX F: LINE-STAFF ORGANIZATION CHART, 1964-65, BIG BEND COMMUNITY COLLEGE, WASHINGTON


BOARD OF DIRECTORS
Superintendent of Schools
President
Dean of Instruction
Registrar-Bursar
Dean of Student Services
Campus Engineer
Dean of Vo.-Tech., Adult Education
Librarian
Bookstore Manager
Dean of Men
Dean of Women
Athletic Coordinator
Activity Sponsors
Cafeteria Manager
Student Officers
Division Chairman
Division Chairman
Faculty
Faculty

APPENDIX G: ORGANIZATION CHART, ST. JOHNS RIVER JUNIOR COLLEGE, FLORIDA


PRESIDENT
Executive Committee
Assistant to President
Dean of Instruction
Librarian
Chairman, Humanities
Chairman, Social Sciences
Chairman, Math and Science
Chairman, Business
Chairman, Communications
Chairman, Extended Services
Chairman, Health and P.E.
Director of Student Personnel Services
Guidance Counselors
Registrar
Coordinator, Student Activities
Coordinator, Institutional Research
Director of Business Services
Coordinator Grounds & Buildings
Coordinator, Food Service
Bursar
Book Store Manager
Director, St. Johns River Guidance Center
Chairmen, Ad Hoc Committees
Chairmen, Standing Committees
FACULTY
STUDENTS

APPENDIX H: FORM FOR SECURING VOLUNTEER ASSISTANCE IN BOND CAMPAIGN, WHITTIER (NOW RIO HONDO) JUNIOR COLLEGE, CALIFORNIA

To: Citizens' Committee for
Whittier Area Junior College
230 North Alta Avenue
Whittier, California — Tele. No. 698-9601

I believe that the Whittier Junior College District should build and operate its own community college rather than send its students and finances out of the District.

I am willing to help on such a project in the following capacity:

1. Publicity and Speakers Bureau
2. Precinct worker to help "Get Out the Vote"
3. Finance Committee
4. Curriculum Planning Committee
5. Other
6. Suggestions

Yes, you may use my name for publicity and advertising purposes in the forthcoming bond election

Name

Address

Telephone